THE JOURNAL OF EDUCATION

Volume 123 JANUARY, 1940 Number 1

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Contents for January, 1940

WORLD AT LESSONS 5
Guidance Grows
A Failure in Discipline
Education and the Job
Limping Recovery
Was the Spee a Symbol?
Cool Heads Will Be Needed

DEMOCRACY'S NO. 1 PROBLEM 7
Harold C. Campbell

A PROGRAM OF READING TESTS 9
Mary Elizabeth O'Connor

CREATIVE SUPERVISORY PROJECTS 10
Frank M. Rich

POETRY TO BE LOVED OR HATED? 13
P. H. Pearson

WHAT ARE A TEACHER'S RIGHTS ANYWAY? 14

MAKE UP YOUR MIND, HANK! 17
Raymond E. Manchester

THE UNMAKING OF THE TEACHER 18
Lewis H. Chrisman

MELVIN'S PHILOSOPHY OF EDUCATION 20
David A. Weaver

GUIDANCE IN A JUNIOR HIGH SCHOOL 21
Murray J. Wright

FACTS ABOUT OUR SENATORS 23
U. C. Barnett

IT SEEMS TO ME 24
Byron C. Kirby

CLASSROOM CLINIC 25
Garry C. Myers

ALL IN THE DAY'S WORK 26
Everett V. Perkins

THE NEWS DIGEST 27

BOOK REVIEWS 32

GRINS BETWEEN GRINDS 35

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The Editors Say . .

So now we must stop writing "1939"—and maybe check up on a lot of other habits that date our manners and our thinking. St. Paul's advice to "Prove all things; hold fast that which is good" was excellent so far as it went. "Hold fast the good until you find something better" might suit the modern mood. There's good in the old and in the new. Here's to proper weighing and selection in 1940! And here's wishing you a heap of happiness as the year unfolds!

▼

With these philosophizings we launch what we hope is a well balanced educational craft with cargo of professional value gathered from many sources. Our own inventory of the contents shows cases of theory and practice; packages of inspiration; an assortment of opinions; specimens of new procedures; guideposts to better schoolmaking and better teaching. Go forth, little ship, and may you meet no mines or submarines on the way to any port.

▼

A young superintendent has written to ask us how he should go about the selection of textbooks. Says he is interested in criteria and techniques as well. We pass his question along to those of our readers who may be able to advise him. Keep your answer down to 200 words, please, but send it along promptly. The replies should make a helpful symposium in our February issue—which, by the way, will be quite School-Bookish besides being a Pre-Convention Number for those who wish a foreglimpse of the Admiinstrators' meeting in St. Louis next month.

▼

Our Story Contest closes January 1 . Awards will be announced as early as possible—we hope in February. Many good stories have come in and we look forward to sharing the best of them with you shortly.

YOURS FOR THE ASKING

The popularity of quizzes and bees over the radio has led us to prepare three series of intriguing questions about words for boys and girls They will be sent to any teacher free on request.

These programs offer a test of knowlege and memory, they excite a spirit of rivalry, they stimulate quick thinking and open interesting lines of thought. Fascinating as a game, they will also show the teacher how much the pupils know about common words in the English language and how much they need systematic instruction in the use of the dictionary.

Here is the answer to a problem that has for generations puzzled the educational world—how to make pupils like to use the dictionary so that they will develop a fondness for words and acquire the dictionary habit. There is nothing that they can learn in school that will mean more to them.

Put a postage stamp on an envelope and ask us to send you our recent circulars 3240, 3241, and 3242 which contain stimulating quizzes. They are yours for the asking.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

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EDITORIALS:

World at Lessons

A Failure in Discipline

An ex-schoolmaster who had very little faith in corporal punishment was one member of a board before whom had been dragged a sullen and unruly pupil. That was in 1919. The schoolman pleaded for leniency. He wanted the circumstances, the family background, the whole case history gone into and examined. He wanted to put the disturber of the peace on his honor and try what could be accomplished by kindness and confidence. His hard-headed colleagues thought otherwise. They had the votes as well as the old-fashioned realism. They insisted upon penalties and restraints. However, if the culprit should unexpectedly manifest a tendency to behave himself the restrictions might be lifted. The minority member yielded to his associates.

The culprit did not accept his limitations or keep the pledges extorted from him. But no one enforced the disciplinary regulations. Finally, when the Difficult Pupil had run wild again and inflicted serious hurts on several smaller playmates, two of the old board's successors decided to suspend everything else until they should overpower that bully and make him give up his big stick.

When and whether to apply corporal punishment has long been a matter for heated debate. And some cases are harder to decide than others.

Guidance Grows

Twenty years ago there was hardly a high school in the United States that boasted a guidance officer, counselor or other staff member devoting the major portion of his or her time to considering with pupils their personal and vocational problems. Today there are some 2300 such officers, many of them specially trained for the work.

A report just issued by the Office of Education lists every secondary school in the United States which had one or more counselors or guidance officers in 1938. Of the 23,032 secondary schools in the United States, only 1297 or about one in twenty had guidance officers and the schools so favored serve 2,062,341 pupils of the 7,162,919 pupils enrolled in all the high schools of the nation.

Progress thus far made in this important field is highly encouraging. Naturally there will be improvement in techniques and in the results accomplished for and with young people. And there will be—and ought to be—a great increase in the number of guidance positions to be filled.

In many small schools, principals and home-room teachers perform much the same work as the specially designated guidance officers though without the title. It is the attitude of the entire faculty toward the individual boys and girls that really counts supremely.

Education and the Job

We hear much less today than we once did about "training for leadership." That was for many years the watchword of all our colleges. They prided themselves on neglecting the "practical." They furnished young minds with facts, ideas and principles. It was the business of these young minds to go out and apply these implements to the work of the world. And thousands of them did. What is more, they found the world fairly cordial in its welcome.

Today things are different. The college graduate who has no specialized skill or knowledge to offer but only an all-around "training for leadership" gets a chilly reception from the community in which he must seek his living. Can he drive a truck? Would he like to become a stock boy in the basement? Frequently—because of his supposed feeling of superiority or his suspected ambitions to forge ahead rapidly, he finds employers giving preference to those who have completed only a high school course or even less.

The answer to this disheartening situation must be sought by educational authorities. It probably lies in the direction of supplying a year or more of *terminal training* for every boy and girl before graduation from the highest school he or she is to attend.

Amazing success in the placement of graduates has been attained by certain institutions which have taken this problem seriously and aimed the final year of instruction to equipping students for definite types of work. Certain junior colleges, for example, which began their careers as feeders to the four-year colleges, universities and professional schools, have gradually changed to the task of preparing young people for semi-professions for which there is a de-

mand. And the graduates of those institutions—with the active and intelligent aid of placement officers—encounter little difficulty in finding jobs.

High schools in many places are taking similarly realistic action. Four year colleges will have to do the same or lose a large part of their following.

Limping Recovery

Business analysts are agreed that economic activity in the United States is almost at the 1929 peak. Yet business men and the public generally are still in a doubtful and hesitant mood. The psychology that once believed prosperity had come to stay forever in this country, now appears to have formed the contrary opinion that depression will remain permanently among us.

There is some excuse for this latter view. Certain phases of depression are still present. The worst of these is—continued unemployment. If commercial and industrial wheels are once more turning as rapidly as in 1929, why are so many persons idle? Why, in particular, do our young people find it so hard to secure employment?

One obvious reason is that we have had an increase of population—meaning more available workers to perform only the same amount of work that was performed a decade ago.

But that is not the whole story. There has been an over-rapid introduction of new machinery. This has been stimulated by payroll taxes and the fear which many employers have of difficulties with labor. Our government and certain organized groups have been in so great a hurry to arrange security and a high living standard for sections of the population that they have interfered with normal processes that might otherwise have raised the general scale of production and distribution to a new high level.

Was the Spee a Symbol?

Thanks to the wonders of wirelessed photography clear pictures of the battle-scarred German cruiser, Admiral Graf Spee were laid before the American public in their daily newspapers the morning after the naval engagement off Uruguay.

The fact which the Battle of Montevideo brought most clearly to light was the amazing vulnerability of the much advertised "pocket battleship." The pictures of the Spee taken after its encounter with the three British cruisers of smaller size and smaller guns, showed a series of holes along the water line—holes produced by six-and eight-inch guns with vastly lighter projectiles than those the Spee itself could fire from its eleven-inch guns until most of these, too, were put out of commission by damaged turrets and fire-controls.

Experts now point out that pocket battleships sacrifice needful armor to speed and heavier weapons. The United States Navy is said to have rejected the idea of pocket battleships for its own use because it regarded them as unserviceable.

Here may be an opportunity for some who like to indulge in wishful thinking about the present war in Western Europe and on the seas to draw an analogy between the pocket battleship with its thin shell of armor and the Nazi regime itself. Does that regime consist mainly of a tenuous outer shell composed of pretense, false economy, exaggerated tribalism and popular delusion which may soon be punctured by the harsh experiences of military sacrifice and domestic want?

The heavy penalties imposed by the Reich upon Germans who listen to foreign radio broadcasts, even from neutral countries, must raise serious doubts in the minds of the most loyal Germans about the reliability of official reports. Rationing can be endured for a while if hope continues and if the people believe the enemy is suffering worse shortages. But there is bound to be a weakening of the popular fiber in a diet which contains too little protein and in a scrimped coal allowance which necessitates many persons herding about the same stove to exchange complaints.

How long before the thin crust will crack and crumble?

And what will happen after the collapse?

But what, you ask, if it should turn out the opposite way?

No one can answer any of these questions. We must wait and see.

Cool Heads Will Be Needed

The opening of 1940 finds three major wars in progress, directly involving half the population of the globe.

Can we keep our country at peace? The one best way is to preserve cool heads. No government we have or are likely to have in Washington will lead us into war unless we first ask to be led in that direction. An inflamed public opinion is the one great danger. And that is why certain provisions of our present neutrality act are so satisfactory. Americans traveling in war zones or on ships of warring nations do so at their own risk. We are not sending American ships into such areas and preparing to claim our right to freedom of the seas as we did in 1914-'17. Even the 300-mile safety strip around the Americas, although liable to invasion and already invaded several times by belligerent vessels, has not, up to this writing, caused any emotional upheavals in this hemisphere.

Perils that have not been foreseen may lie around the corner. But, armed with the safeguards thus far provided and with the added determination not to be swept off our feet by sudden passion, we should be able to stay at peace.

Democracy's No. 1 Problem

HAROLD C. CAMPBELL
Superintendent of Schools
City of New York

Responsible for the educating of one in twenty of the nation's youth, Dr. Campbell gives a clear-cut picture of the task confronting all of us.

EDUCATION is the major and most scientific technique which human beings have discovered for the purposes of either liberating or beclouding human intelligence. Society can use it for either purpose. Democracy demands that human intelligence be liberated, among other things, for the pursuit and understanding of those truths which make it possible for large masses of people to live together in happiness, amity, and cooperation for the common good.

So long as the majority of us are well fed and well housed and believe that we have ample opportunity for happiness and the good things of life, so long will our form of government—Democracy—prevail. But given a people suffering from increasing unemployment, from closing avenues of opportunity, subject to malnutrition, uneducated and underprivileged, they become a fertile field for the demagogue. In the light of history, it is safe to say, that any demagogue who lies enough, promises enough, and builds a false heaven with promise of plenty, will be able to mislead such a group of followers, menacing even to democracy.

In the light of this, our educational institutions—our schools—can and ought to be the soundest bulwark of democracy.

From its earliest inception our Government was pledged to public education. How important education loomed as the major bulwark of democracy in the minds of the men who founded our Nation is best evidenced by Jefferson. In noting what he wished inscribed on his tombstone, he omitted mention of all the public offices he had held and the honors he had received, and prepared this inscription:

"Here is buried Thomas Jefferson, author of the Declaration of Independence, the Statute of Virginia for religious freedom and Father of the University of Virginia."

▼

We must appreciate the fact that any man or woman who cannot understand, read and write the English language is a possible menace to the democratic security of our country.

The danger to democracy is increased by the fact that these men and women are parents of American born children over whom they exercise, as properly they should, the dictatorship of authority in the most formative years.

In this connection a review of the population of the City of New York is most enlightening. Thirty-three per cent or 2,294,000 are foreign born. Among these, there are approximately 440,000 Italians; 443,000 come from Russia; there are 239,000 Poles; there are 221,000 Irish; there are 238,000 Germans. Populations that would fill the cities of Florence, Italy, Odessa in Russia, Posnan in Poland, Belfast, Ireland, and Mannheim, Germany, are all living in our vast metropolis. The purpose of this brief comparison is to make you realize that we have incorporated these huge foreign cities into New York. These foreign populations hear foreign languages spoken in their places of amusement, and on their radio programs. They read foreign language newspapers and periodicals, which often make an effort to hold on to the loyalties and sympathies of these groups into a common devotion to an American way of life, then we must provide education to overcome all these barriers. Unless we do, we leave a direct and unquestionable menace to the continuance of democracy.

▼

We are committed to a program for educating the young, but the education of the adult has been incidental and sporadic. I believe that if public education is to truly serve as a bulwark, we cannot forget or ignore this important phase —the education of the adult.

Let us consider the system of public schools in the City of New York. Parents, and educators, no doubt carry a picture of what the ideal set-up should be. Were I a magician, I could get no greater thrill than to replace by means of a magic wand, the older school buildings with fine new structures —to create by mere wishing, the perfect, forty thousand teachers who would delight the heart of every child, parent, supervisor and administrator. If for no other than selfish reasons, how I wish that were possible. There would be no record of sleepless nights for me. There would be no unpleasant interviews. There would be no unpleasant conflicts of opinion. Life would be ideal. But ——

Just as the social and economic organization of our society is the accretion of years, so is the school system of the City of New York. For over a hundred years, this system has been growing. Its growth has been not in the regimented and set patterns of older forms of government, but in the haphazard fashion of all pioneer ventures. It has contracted and expanded with the political and economic fortunes of the City and the State. It has advanced and retarded with the political and economic controls exercised at various times. When a man inherits, as I did, a million and a quarter children, forty thousand teachers and at

least ten decades of practice and procedure, the mechanism is so unwieldy as to almost stupify and intimidate any administrator.

▼

In the very early days, literacy was considered sufficient. Then as time progressed, we changed and adapted the curricula to meet social change. The school today gives each child quite a different pattern of education from that which most of us received. He is taught science, industry, art, mathematics, mechanics, and he is given special attention along the lines of his mental and physical health. To be sure these services are not all perfected, and the conditions under which these services are rendered are not always ideal, but there is the recognition by all educators that the schools of today are not merely academies for the dispensing of dry facts, but for the building of the man of tomorrow, the citizen of democracy.

▼

Reckoning the cost of education should never consist of the arbitrary statements that education costs too much, that taxes are too high, that appropriations are too large. The cost of education should be reckoned on the basis of value received in the improved educational service in answer to the intensified demands and the increased burdens put upon it by the conditions of modern life. We usually get "what we are willing to pay for", is the common colloquialism.

▼

The cost of education in New York City is $152,000,000 for annual recurring expenditures. In addition, we spend about $25,000,000 a year for capital outlay, that is for the erection of new school buildings, for additions thereto, and for the purchase of sites. It sounds like an enormous amount. But let us break it down. It means that based on the total cost of instruction we expend annually $118.43 for every elementary child; $121.93 for each student in our junior high schools; and $158.93 for every young man or woman attending a senior high school. These expenditures are not the highest in the country despite the fact that we are the wealthiest city in the nation.

New York City because of the size of its school population, because of its large body of well trained teachers, because of its wealth, ought to be the example of the finest education in the country, an inspiration and a pattern. We who are engaged in educating the young in this City, are trying our utmost to make it such.

▼

The loose charge is often made that if waste, if fads and frills were eliminated and if teachers' salaries were not so high, education in New York City would cost less. I challenge that statement. You cannot run a system of education as you would a factory. Children are not machines that can be assembled on a chain belt system, nor can teachers become robot-like riveters. Education is the induction of a process of mental growth which is consistent with the psychological and physical growth of any personality. Like all processes in nature, it demands the proper environment and time in which to grow. Every one glibly concedes that, but very few are willing to stand the cost in dollars and cents.

As to the matter of teachers' salaries about which so much heat is given off and on which so little light is played. The elementary school teacher in New York City receives a minimum of $1608 and after fourteen years of service reaches a maximum of $3390. The high school teachers receive a minimum of $2148 and a maximum of $4500. There are only 1,300 of the 38,000 teachers and supervisors, from the Superintendent of Schools down to administrative employees, who receive over $5000. Our teachers are men and women who are trained and disciplined. They have expended many years and large sums of money for this training. They must be men and women of fine intellectual quality, with a sense of dedication to the job. They are the first line guardians of democracy. They stand in the role of mentor, and guide to the next generation.

All this has been so clearly recognized that the Friedsam Commission, consisting of practical successful, outstanding men of this City, helped to legislate and make mandatory the scale of teachers' salaries. They realized how rapid and sometimes disastrous are the swift currents of political change. Those salaries do not favor teachers so much as they assure the protection and maintenance of a good system of education.

The level and standards of education are in the main not so much fixed by the public as by the professional men and women who are engaged in teaching. After all, the good progressive educational leader studies the social trends and the practical necessities of the society which education of the young must serve. And it remains dependent upon these leaders to formulate the courses of study, the methods of teaching and even the types of buildings and classrooms.

These leaders must have the unshakable conviction of the justice and fairness of democracy. The citizens who believe in and want democracy cannot afford to have the first line guardians of that ideal, the teachers, suffer the constant fever and chill of fear, anxiety and concern about their salaries every time the political thermometer goes up or down. I realize how difficult it is for the average man buffeted around by the uncertainties of the daily struggle not to have his moments of resentment against a group who seem to be well paid and secure.

It is that emotion of resentment and jealousy that is being played upon today when budget cuts are made.

▼

We have statistics to show that the better the education a youth receives, the greater is his chance to succeed. Children must be kept

longer at school today because of technological unemployment and social change.

We no longer must educate only growing boys and girls, but we must keep them in school when they are ripe men and women physically, if not always mentally and emotionally.

I feel safe in saying that what we do not spend on necessary education, we will in the end spend on police and prisons. The increase in crime and juvenile delinquency is well known. It is more practical and efficient to work for the prevention of crime and juvenile delinquency by spending for education, than to sink money into prisons to house our youth. I state that with hard headed Scotch practicality. The distorted leadership that has driven the world into its present state of chaos, is the frightful, visible evidence of what one generation of twisted personalities can do to the whole world. That is the heartbreaking evidence of what the suppressed and the vicious can do when they come into power. That distorted leadership abroad, that willingness of millions to follow, is devastating evidence of the wrong kind of education.

That is the menace and challenge from without, which democracy must face. How it is ultimately met will depend on the training for democracy that our youth has received. The fathers of our Republic clearly enunciated the principle that American democracy intended a government of the people, by the people and for the people. There is nothing that anyone can add to that.

A Program of Reading Tests

MARY ELIZABETH O'CONNOR
Supervisor of Elementary Schools
Arlington, Massachusetts

Periodic measurement of each pupil's reading ability is offered as an aid to guidance.

IF teaching is guiding the pupil in the next step in learning as most of us believe, then before we can begin to teach we must know where the child is. In other words the first question before we can teach, guide or go on is "Where are we?"

Not long ago the amount of work to be done in a previous grade was accepted as a basis on which to go. The child came into a fourth grade, for example, with the third grade work done and he was declared ready to go on to the fourth grade. The fourth grade teacher wasn't always sure of the third grade work but she did know the fourth grade work and if John Henry stumbled around in it he was just "not prepared." Doing the third grade work was not her job and he'd have to catch on somehow or wait two years and then the fifth grade teacher could take a try at him. Not so now. No excuse for that procedure any more. We have the testing help. We can test them. We try to find out where we are before we go on.

Now reading is one of the lines of endeavor in which we have done more testing than in any other, consequently our reading tests are perhaps the best of our achievement tests, and while they are constantly being improved, they can and should be used with much profit. Make no mistake about the teacher's judgment. It is just as important as ever it was. But testing supports it if it is good and supplements it as a rule.

When a child enters the first grade at five and a half years of age without kindergarten or pre-primary traning, and I believe that is a very common situation, he is given a reading aptitude test which is designed to predict success or failure with the reading process in the first grade and to serve as the basis of ability groupings within the grade. If economic pressure forbids this expenditure, you can give tests to what promises to be your lower third. Aside from homogeneous grouping this testing may disclose children who have no promise of doing the first grade reading that year. It aids the teacher in persuading the parent to take the child out of school or to understand that he is in a small group doing sub-primary work until he is ready for reading.

This year Dr. Edward Lincoln, a well known psychologist, is giving all our first grade children an intelligence test using the Detroit Beginners Test early in December. I mention this because of the relation between the mental age and the reading ability which should always be studied carefully and at no time more carefully than at the beginning of school life.

Late in the year, usually in May, we give the Metropolitan Reading Achievement Tests in grades one and two, and the Durrell-Sullivan Test in grades three through six. In some schools the Iowa Reading Tests are still used from the fourth through the sixth grades, in which cases the Metropolitan is carried through the third. The tests are given by the principals or some one trained in testing, and corrected by the teachers. This plan assures better giving of the tests, and the classroom teacher studying the tests as she corrects them, using her intimate knowledge of the pupil, can interpret them to greater purpose. From a diagnostic point of view she can see where she may have failed in her teaching with her class or individual and why, and construct her follow-up program with more intelligence and enthusiasm. This correcting by the class teacher can be of great value.

The reading achievement rec-

ords are sent on with the pupil every year and serve as a means of interpretation with his new teacher. Studying them carefully she can better plan to meet his needs through grouping and individual programs. Besides the standard tests we do informal testing which we consider quite profitable. Of course, we carry on all the testing, immediate and cumulative, as suggested in the basal reading system.

At the beginning of the year we do a very definite job on vocabulary testing. In September each child is tested individually by the teacher on the vocabulary of the basic reading of the preceding grade. A record of his failures is made. These failures of all pupils in the group are arranged in the order of frequency. Reteaching is done on the most common. The others are followed up with the individual pupils. All pupils keep a book of achievement on this work. By it we "sew up holes", so to speak, and waste no time on needless re-reading. We follow this plan in grades two through six. We follow the same plan with the phonics in grades two, three and four.

We receive assistance in the testing of our problem cases from Dr. Edward Lincoln, Harvard Clinic and Boston University Clinic. Most of our remedial reading is done by the classroom teacher as we believe most of it should be done. As a result of our testing program we receive help from outside clinics where our most serious cases are being studied and often do part time work. We try to work with them on a common program.

As a pupil leaves us to go to junior high school the records of his reading achievement go with him. They play an important part in the task of placing and guiding him through the upper half of his public school life.

Creative Supervisory Projects

FRANK M. RICH
Principal, Public School No. 2
Paterson, New Jersey

What is school supervision—the ignition and lubrication that puts well-timed energy and smooth performance into the educational limousine?—or is it the spare wheel, whose usefulness is highly speculative and circumstantial?

Testimony varies. You can find evidence to support both sides of the question. Some years ago, Supt. Maycie Southall, of the State Department of Public Instruction of North Carolina, paired two groups of 36 classrooms of tested pupils; gave one group 5 months of intensive supervision and then tested them again and compared results. The average gain of the experimental was 2.26 times that of the control group.

Similarly Head of Rural Education, Monroe S. Pitkin, matched two sets of Michigan rural schools for seven months of measured supervision. This time the gain in subject matter among the A's was 1.94 of that of the B's. According to these findings, good supervision virtually doubles the output of the teaching process twice a year. Continue this doubling process a mere fifteen years and the product would be 1,099,511,627,776 times what it was in the beginning. If you doubt if, figure it for yourself. Perhaps some educators who believe that results should be measured in substantial progress toward all seven of the cardinal objectives of education—not only the fundamental school processes, but health, mental and physical, vocational preparation, wise use of leisure, worthy home membership, good citizenship and moral character—will insist that there is room for that much improvement.

But again, some of the evidences of scholastic gains under supervision are not so complimentary. When Dr. Frank M. McMurry was conducting courses in supervision in Teachers' College, Columbia University, I remember his asking the members of his class how many, as teachers, could recall any real help or inspiration that had ever been contributed by their own supervisors, to the manifest improvement of results in their classes. An astonishing majority answered in the negative. Later, as an instructor in supervision and junior high school methods, I put the same question somewhat more definitely to some two hundred employed teachers as a study assignment—"List particulars or instances where methods of teaching or management has been definitely improved by help received within the last five months from any of your supervisory officials." Practically all the answers listed nothing but the furnishing of supplies and similar administrative chores.

Not long ago, the principal of a large school took a notion to measure the results of inspirational talks in faculty meetings. He paired the members of his corps, according to ability, into two equal groups, A and B. For the benefit of the experimental group A, he brought in noted leaders in the profession, who gave them a series of excellent addresses and demonstrations. The poor, neglected B's pursued their own drab, uninspired way. Six months later, the principal made a careful classroom survey to measure and compare outcomes. Alas! what little difference there was, happened to be in favor of the benighted B's.

Possibly a good many other supervisory hors d'oeuvres may sometimes be similarly lacking in vitamin content. We ought to have some way to find out. Equally frank investigation and publicity all along the line would be a godsend to progress.

Good supervision is essentially good teaching. The principles of

learning are the same for played-out teachers as for undeveloped pupils. For good reasons, both teachers and pupils improve fastest when they are at work producing something new, tangible and useful; in other words, when they learn by the project method.

The reason the project method is effective, both in teaching and in supervision, is because thereby the educational structure is built on three sound pillars—motivation, experimentation and guidance. Motivation is the drive or inner urge that impels learners to repeated exertion, which is fundamental to improvement. Some motivation of better teaching might be attained by political means if salaries bore more relation to results; if promotions were for merit, not for influence; if initiative and industry met enough gratitude from patrons to counterbalance the disfavor and obstruction that enterprising workers suffer from slacking associates. But valid projects carry their own rewards, and therefore their own motivation.

Experimentation implies some measure of freedom for the learner to practice his own hand, to work off the crude impulses of the tyro and acquire the smooth efficiency of the expert. To this end, the developing pupil or teacher needs to get into action under his own power and initiative, and learn by experience, not by being legislated at —pumped up and sprayed over with notices, readings, lectures, conferences or anything short of a hand-to-hand struggle with real situations, real projects.

Guidance connotes that the technic of a master develops from self-criticism, plus comparison and emulation of superior models, ideals and standards, consciously recognized and accepted as such by the learner. Isolation produces drones and boors; competition produces experts. Rising actors need an audience, critical enough to applaud their successes and censure their failures. One fatal lack on the academic stage is the absence of mirrors and spectators, by which actors could measure their appearance and improve their efforts. Projects are concrete and objective, therefore measurable. You know whether the seed is choked with thistles or yielding the hundredfold harvest. Folks come to see what has been done and results speak for themselves.

Supervisory projects tap many springs of motivation, experimentation and guidance besides salary schedules and academic honors. There are abundant incentives in a good piece of pioneer work undertaken for its own sake—empirical, aesthetic, speculative, sympathetic and social. The oldtimer, bored with tiresome routine, welcomes a dash of sparkling fun. The victim of blackboard drabness finds new joy in things that sound and look pretty, and contribute to the amenities of life. Curiosity in persons of all ages is a spur to worthwhile experimentation. The ties of personal friendship, hospitality, the pleasure of dressing a feast for company, often leads the teacher host to prepare something for others much finer than he would think necessary for himself alone, or even for a class. Sympathetic interest easily expands into social interest in the faculty, community and profession generally, when success attracts applause and appreciation from a widening circle.

There is nothing essentially new in the idea of creative supervisory projects. For ages administrators have given teachers important shares in staging school exhibits, pageants and demonstrations, and in writing and illustrating manuals, text-books and courses of study, and in other activities for teacher growth and improvement. The new element in our theory is the contention that such activity is an essential vitamin in every teacher's diet; that the task of the shepherding supervisor, therefore, is not simply to select the pasture and shoo the laggards to it, but to encourage much individual browsing of nooks and corners, to make the most of available nutriment and keep the individuals in the pink of physical and emotional condition.

It would be an impressive gesture at this point in our sales talk if we could flash a gorgeous sample case with a complete line of five star supervising wares on display. Editors of some of the educational papers say they could use some good accounts of outstanding pieces of skillful supervision in their work. Well, without making any great claims to merit or perfection, I will mention a number of creative supervisory projects, big and little, that have come under my observation within the past twenty years, that I know were sources of professional satisfaction and encouragement to the teachers who did them, and of decided benefit to the pupils who participated. It may be they will help to sell others on a three-cornered opportunistic supervision, where pupils, teachers and supervisor work together in various interesting ways, as fellow craftsmen and mutual assistants, to turn out needed pieces of practical construction.

One day Teacher F. said she noticed that the best all around scholars in her class were those who read for amusement at home. Wouldn't the others become equally intellectual if they could acquire outside reading practice? That was the principal's opening. If he could help raise the money, would Miss F. like to find out the real answer by means of a loan library in her classroom? It would entail some work, of course, but could not cataloguing, collecting and distributing be accomplished by child-librarians, and the added effort and responsibility be more than matched by the pupils' new interest in study? A children's bookseller and a children's librarian said they would like to help in working out an attractive selection. Interesting questions arose. What books would be most effective for a loan collection—basal readers, supplementary readers, trade edi-

tions selected by the shopkeeper or titles recommended by library lists? Which would be most economical from the standpoint of wear? How well would children remember what they learned from home reading? How would the information compare with what was formally taught by the teacher from textbooks? Are the supposed children's favorites really as popular as they are cracked up to be? Are the lists of publishers, librarians and other supposed experts graded according to the actual reading ability of average children?

Miss F. eventually found herself in the midst of a group of fascinating experiments, not only interesting to herself, but to the pupils, to the faculty, to the parents and to the city text-book committee. Within a few months, interest in the project, with its beautiful new seat-work and home-work had drawn almost every other teacher in the building into an exceptional study of children's literature. An optimum four-foot shelf of books for classroom libraries in each grade from one to eight was worked out scientifically by a volunteer group of twenty teachers, experimenting on and off for 14 years, with over 2000 different volumes, measured on a basis of over 200,000 loans. A series of readers for intermediate grades was compiled and published, with the classroom library a central feature of the plan.

A similar supervisory project, somewhat less extensive, grew out of two more or less personal problems of the principal's. One of his tasks was to work out his share of a new city course in elementary science. The other was to meet his requirements as a student of experimental teaching and supervision in a university class. Both called for considerable research and experimentation to test out the subject matter, and a series of model lessons to put it across. Eight teachers in the building thought it would be good sport to help out the Old Man and to try something new in the way of demonstration lessons. Principal and teachers set to work, surveying the field and selecting the one best project for each grade in some 20 departments, including aquaria, birds, domestic animals, minerals and plants, and the fundamental processes, arithmetic, composition and grammar. The result, compiled and published, ran through several large editions and has probably been bought by more teachers of their own accord and with their own funds than any other course of study ever offered for sale.

Miss D. became interested in children's original class contributions to assembly programs for special occasions. She accepted the principal's offer to help work out a system whereby even fifth graders could compose creditable stories, dramas, verses and songs. Principal, teacher and pupils worked together for a couple of weeks before each holiday. The result again was a book that turned out to be an institution best seller. Since then, following the same methods of composition, six other members of the staff have cooperated in writing, staging and presenting 28 different original graduation plays, with home-made costumes, scenery and stage properties.

Creative supervision helped three teachers on the staff to win prizes of five to fifteen dollars for new pedagogical wrinkles, offered by an educational magazine.

Six teachers compiled handbooks of advanced practices for handicapped classes, including backward, anemic, crippled, blind, sight-saving, deaf and hard-of-hearing.

Five teachers worked out biographies of neglected but distinguished world figures, especially inspiring from the standpoint of history, sociology, ethics and practical religion including Gotama, Asoka, St. Francis of Assisi, Pasteur, John Howard, Pestalozzi and Johnny Appleseed.

Five teachers worked out and tested low-cost educational excursions, with musical, industrial, recreational, historical and out-door cookery correlations.

Five teachers maintained class hot-beds and cold-frames on vacant lots adjoining school property and the pupils brought the plants to bearing in their gardens at home.

Five teachers carried on class projects in the building of sheds, runs, and brooders, and the raising of chickens, ducks and rabbits on the school-house roof. This work again was continued at home.

Five teachers took turns in arranging a series of vacant window displays, featuring exceptional work of children.

Five teachers cooperated in a drive for and exhibit of vacation projects, including sewing, cooking, canning, handicraft, art and educational scrap-books.

Four primary teachers discovered that excellent arithmetic almost self-taught, could be made the outcome of a number of arithmetic games, as fascinating for the home as for the school. This grew into an arithmetic exchange with city-wide ramifications.

Three teachers worked out and published a series of forty unique assembly projects, entertaining and educational.

Three teachers compiled, tested and published a list of interesting locality stories for grades seven to nine, to give a concrete background to geography, and inject more human interest into the study of other lands and peoples.

The list might be further enlarged by a record of the twos and ones who have found growth and satisfaction in some worthy new construction put through for the mutual benefit of many. But any list of what has been done in the past is as nothing compared with what can be done in the future. The project method in supervision may not solve all the problems of Cambium, but it does afford him this one great professional satisfaction. It enables him to do a little real educational navigation in spite of the accumulation of resistant political barnacles that commonly encumber the hull.

Poetry—to Be Loved or Hated?

P. H. PEARSON
Upsala College
East Orange, New Jersey

The teacher of English who may have been guilty unawares of making poetry distasteful, may find here a golden key to the opposite result.

AN English or American poem is on your teaching program. When you step before your class what are you going to ask your pupils to do with it?

A glance at what teachers have been asking their classes to do should help a young teacher to arrive at a procedure of his or her own. The activities here listed, while fine disciplines in themselves, are quite beside the mark as literature study and, if pursued as such, will tend to deaden the pupil's interest in literature.

Word study and grammar work are in themselves useful; memorizing and dramatic reciting have glamor and point towards the theater and Hollywood; biography is obvious and easy; labeling figures of speech is busy work. Versification is likely to be beyond the immature pupil; the work of clarifying and interpreting the thought has to be done if it is not already done in notes appended by editors.

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APPRECIATION. We are here in a field entirely different. It is an exercise in judging values. To register our conclusions usually leads to dissension, for the reaction of one individual is likely to differ from that of another.

On a scale of poetic values we record our findings. We conclude that a unit has, for example, a Truth value or a Beauty value or it is significant for its Newness or its Largeness. In working out an assignment of this kind we are engaged in an exercise in appreciation.

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TRUTH. In this connection truth has no factual connotation nor does it involve questions of evidence or proof. The poet speaks as a seer . . .

"That the sin they do by two
and two they shall pay for one by one."

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BEAUTY. The picturization of an object or an idea in form, color and rhythm . . .

From my wings are shaken the dews that waken . . .

▼

NEWNESS. Opposed to what is trite or hackneyed . . .

Ingredients he'll mingle in a meter with a jingle.

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LARGENESS. Grandeur, inclusiveness, generosity, nobility . . .

Mont Blanc is the monarch of mountains.

The first line of the poem, "Tears, Idle Tears",—"I know not what they mean",—contains nothing that arrests our attention; it is a part of the approach and does not of itself weigh heavily in the scale. But line second, "From the depth of some divine despair", has a two-fold claim to significance,—the newness in the notion that despair can ever be attractive, and secondly, the exaltation in attributing it here to a Divine origin. Lines three, four and five are the commonplace stock in trade of poets and are here subordinated as setting.

Line seven—"That brings our friends up from the underworld", is just enough unusual to make us pause a moment to catch its full import—newness. Lines eight and nine are an echo of the preceding and would in other connections have been recorded as new. "The earliest pipe of half-awakened birds" (line twelve) yields a marked Beauty effect.

"To dying ears, when unto dying
eyes
The casement slowly grows a
slimmering square"
(Lines thirteen and fourteen)

Here the poet reaches out after the feelings and the vague sense response of a person passing away—a strange conception conveying notions of what is unusual—hence newness. In line fifteen, "So sad, so strange the days that are no more", we recognize the traditional mode, hackneyed and on the lower markings of the scale. It is a tapering-off, and easy descent from the higher levels.

"Dear as remembered kisses after death" (line sixteen)—a truth factor that elicits a quick response of pathos.

"And sweet as those by hopeless
fancy feigned
On lips that are for others"
(line seventeen.)

The thought clutches at the heart strings of most people. It yields a truch effect expressed in a new and realistic way.

"Wild with all regret" (line nineteen). It is an impetuous thought that breaks through boundaries and recklessly hurls itself upon expression.

After having inspected a poem like this somewhat in detail, one seeks a rounded expression for its significance in its totality. It is the picturization of a mood so human and so readily recognized that the occasion for it has been left out as superfluous. It is used by Tennyson to illustrate, and, in part, to motivate, an occurrence in his story of the Princess. It has often been set to music; and it is generally rated as one of the most lovely lyrics in the English language.

What Are a Teacher's Rights, Anyway?

A Variety of Answers

The question was suggested by an article, "Teaching Is Such Fun," which Miss Katherine Bridges contributed to the October issue of The Journal of Education.

The Right to Be Normal

I have talked over the question with all our school principals and many of the teachers. Our conclusions might be summed up in this way.

Teachers covet the same rights as society extends to non-teachers, realizing all the time that they must live in such a way as to be not only above suspicion but above the thought that mediocre living, acting, and being should not be practised by members of the teaching profession.

A teacher wishes to be recognized as a human being among human beings. She wishes to be known as a good citizen of nation, state, and immediate community. She recognizes the fact that she is an example before a great number of children but she does not wish to act superficially or unnaturally because society has enforced upon her the standing as a living example in all things.

Furthermore, the teacher wishes to be treated as an employee who can discuss salaries, sick leaves, vacations frankly and openly with members of the Board of Trustees and with people in the community.

W. D. VINCENT
Superintendent of Schools
Boise, Idaho

Freedom Within Bounds

"It ain't there." That is what a little fellow said in first grade the other day when his teacher asked him to locate and erase a given phrase from the story produced on the blackboard. "Oh, yes, but it *is* there," said the teacher. And it was there.

"It ain't there" is what I said to myself as I followed Katherine Bridges in her *Teaching Is Such Fun* in the October issue of THE JOURNAL OF EDUCATION. But then I came to the end, and Katherine Bridges said, "Oh, yes, but it *is* there!" So I take it that it was.

So what? Unquestionably Katherine Bridges' experience has been very unusual. My personal experience, and the experience of the many tachers whom I have known and with whom I have worked, has on the whole been very much the opposite. Of course, there have been times when we have felt our personal rights have been questioned, or even interferred with. But that would be true of individuals in every line of endeavor. I wonder if the question doesn't resolve itself into one of dealing with individual communities and individual cases. Wouldn't there be some way of playing up a community of the unreasonable kind, of putting on the spotlight so as to wake it up and help it see the possibilities for joyous and happy living with itself and others? After all, a teacher, like any other good citizen, has full right to a free and independent life within the confines of decency and social hygiene, clean and sensible living, sane and sound social adjustment.

IRVIN T. SIMLEY
Superintendent of Schools
South St. Paul, Minnesota

All Life Is Shackled

Whether one wishes it or not, whether one recognizes it or not, all life is shackled. And to be bound in service to the young is the least irksome restraint of all. This is proved by thoughtful fatherhood, ideal motherhood, and self-imposed brotherhood the world over. Look into the faces of the truly great, good, sincere, and happy to note the pure "joy-marks" limned there.

So why should the teacher, the leader of youth, a real force in the community, struggle against that community's bonds? She surrenders herself to a life-work, if she is a genuine teacher, and refuses to be diverted from her purpose by petty, evanescent restrictions. Her leadership rests upon ability to follow; this, in turn, requires self-control. Self-control enables her to rise above the personal in the interest of the many and of the cause. Katherine Bridges has attained this when she concludes that "teaching is such fun." No real servant of the growing child can be content with less.

RUTH C. FREY
Teacher of English
Ottawa, Ohio

Question Has Two Sides

The thought of, "Personal Rights of a Teacher," seems to be, "Much Ado about Nothing," when one thinks of little Finland battling for life itself as well as for freedom.

It will be readily conceded that a teacher is entitled to decent living quarters, a good boarding place, the privacy of a separate room or apartment, the right to attend the church of her choice, to vote on every issue as her conscience dictates, any pleasures or practices that do not conflict with the mores of a special community or cause the citizens and children to lose respect for the character of the teacher, the right to choose her friends, the right to select her own wardrobe, and a salary that will allow her to maintain a stand-

ard of living commensurate with the standards of the highest quartile of the community served by that school.

The people in the rural areas have a right to expect that the teacher—1. Shall not flaunt unusual sensational styles in clothes. 2. Shall buy standard products such as automobiles from local dealers. 3. Shall live in the community and make herself part of it. 4. Shall not enter political campaigns. 5. Shall not smoke in public. 6. Shall not attend social affairs with school pupils. 7. Shall set a standard that will classify her as a teacher entering a professional life service, and not a "jitterbug" looking forward only to the next dance, the college carnival, or a new Sir Galahad.

GORDON L. FOX
Superintendent of Schools
Dover, New Hampshire

Depends On Community

Practicaly, a teacher's personal rights are limited to such behavior as public sentiment in the community does not actively disapprove.

Nothing good is accomplished by the teacher attempting to stand on his suppositional right to "live his own life" in the way most pleasing to him if his way is displeasing to the community. If the teacher does not conform to community standards, the result will be, as Katherine Bridges said in her article, that he will not be "elected back again." And that ought to be the result! It is the primary business of a teacher to prepare children to live happily and successfully in their own immediate communities. This the teacher cannot do if he violates community standards.

The public schools are the public's schools. In a democracy, the people of any community have the right to determine the kind of conduct they are willing to approve in the teachers, because of the powerful influence of the teacher's example.

Every occupation has its limitations of one sort or another. The limitation of the teacher's personal rights to those not actively disapproved by the community is simply one of the limitations which goes with being a teacher. It cannot and ought not to be otherwise, except as community standards can be changed. Ordinarily such standards change almost imperceptibly, and almost never by the sudden impact of a strange teacher entering the community and living in ways frowned on by community opinion.

Why do teachers continue to serve in communities with narrow standards? The moral standards of communities vary almost as widely as those of individuals. Why not seek a more liberal-minded community? If that doesn't restore the "birthright of freedom," nothing can do it properly except a different kind of work—and that, too, will have its limitations, although doubtless of a different sort.

ORVILLE C. PRATT
Superintendent of Schools
Spokane, Washington

Glass Houses

Many teachers have had experience with enough of the handicaps mentioned in "Teaching Is Such Fun" to enjoy the article, but quite certainly no one in Iowa has experienced all of them in one community. The majority of our small towns in Iowa respect and like their teachers. They try to give them the best the town affords in the way of living quarters; usually these compare favorably with city standards.

Teachers would not wish to live in a town without a church, Sunday School, and choir, and therefore they expect to assume a fair share of the work which such institutions require. Usually the requests for service come because the people of the community feel the teacher is educated and therefore better qualified to do the things requested. I have never known a teacher to lose her position by accepting only a reasonable amount of such duties.

Children are imitators. The person who enters the teaching profession should realize that because of the above fact she will live in a glass house and must sacrifice some personal liberty. If not willing to do this there are other jobs with more freedom. Most communities like a warm-hearted, sympathetic human being as teacher. A sense of humor is a great asset as a shock absorber.

The last paragraph of the article expresses not only the writer's ideas, but, I am sure, the real reason why teachers teach.

"But, after all, when one really loves children; gets a thrill out of guiding them, teaching them—then, in spite of irksome rules and regulations, Mrs. Hills and 'Cheermen,' yes, despite them all—*if* your sense of humor survives, teaching is fun!"

JESSIE M. PARKER
Supt. of Public Instruction
Des Moines, Iowa

Freedom With Strings

Often as I have sat in teacher college classes, in teacher conferences or classroom department meetings and listened to teachers recite their handicaps and limitations, then as I have picked up a magazine which tells the sordid tale of a teacher's life in a country town with so little privacy, so little freedom, and lastly, as I have occasionally gone into a classroom where the teacher seems to be the whole story, where the children and the supervisor take decided second and third place, where her "rights", as she calls them, slap you in the face, the question of what *are* the teacher's rights—where do they come between this social serf on the one hand and this first cousin to the local political boss on the other—this question arises in my mind again and again. Has she any rights that in reason she can maintain and without loss of job defend?

Well, she is an American citizen and as such the answer must be yes. She must have some rights. What are they? She has the right of "free speech." "Oh, no," you

say, "She can't stand up in meeting and say what she thinks. That will create trouble. She may offend the school board, and "then she has children from both sides of every question and that would create discord." No, she hasn't free speech. As a citizen, of course, she should have, but as a teacher —"well, she just has to be careful. You know how it is!" How can she get free speech? That's another story.

As an American citizen she has a right to live where she likes and as she likes. Her private life, as long as it is respectable, is her own. Any one will say "yes" to that. But can she? Can she live in another town? Can she live with the "Chairman's enemy?" Can she belong to that most honorable institution, the "Salvation Army"? That depends on where she teaches. Usually, no.

The teacher is born to all the rights of an American citizen. Why must she sacrifice so many of them to hold her job? And secondly, how many of them should she limit, trim, in order to stay in the profession? For the fact is that while having them theoretically, she has to give way on their exercise sometimes wholly and often in part. Some one has said "that in hiring a teacher, parents want for their children the model they themselves are too selfish or too lazy to be." If that be so, even in part, it is at any rate a wholesome sign that they care enough about their children to be willing to hire a model. Now a teacher knows this when she comes into the profession and unless she is ready to conduct her life along generally accepted model lines of the community—and it makes a great difference whether it is a large city or a small town—she had better be reconciled to it or get out at once. When you have made this concession to parents, to a community, you have gone as far as a teacher should be asked to go. from there on she is free, a free American citizen, with all the rights and privileges of such.

But, you say, she is not. She cannot claim the rights of free speech and free activity. In many places she can claim few; in others, more. How can we improve the situation? Through organization, is one answer. The rural teachers need organization badly not only in their state and national groups but in active sectional groups. Alone a teacher can do little. Banded together we can do much.

In conclusion, I have a feeling that until American teachers take upon themselves more civic duties, until they serve on more local, state and national social and political committees, hold positions and offices in the guiding and determining bodies of their communities and their country, they won't get much civic recognition, nor will they be able to claim the recognized rights of other American citizens either for themselves or for the lesser lights of their profession. They will have to push up a lot farther front in the active ranks of American citizenry before their rights will get much attention.

MARY ELIZABETH O'CONNOR
School Supervisor
Arlington, Massachusetts

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Rights Vary

The TEACHING IS SUCH FUN article is misleading because of its title. It is hardly ever safe to generalize. Maybe the article should have been labeled TEACHING IS SUCH FUN IN THE VILLAGE OF ————, GEORGIA. We accept in full the statement of the author that the article is an authentic account of her experiences but they are her experiences in a village of Georgia. They are not representative of the experiences of teachers in even the most backward communities of the country.

I have never known a board of education member who would refer to himself as "cheerman o' th' Board o' Eddication."

In my opinion it is impossible to give a full answer to the question of what are the personal rights of a teacher. The rights of a teacher vary under varied circumstances and conditions. Phillips Brooks once said, "No one has a right to all his rights." What is a right in one place may not be a right in another place. What is a right in one place at one time may not be a right in the same place at another time. There are rights that exist today that were not rights anywhere in the teaching profession in the United States a decade and a half ago. Today in practically all city school systems in New Jersey women teachers may smoke at a social gathering or in a hotel dining room. Smoking is recognized as a personal right, but it was not a right in most of those cities ten years ago because it had too much popular opposition at that time. The customs of the times did not sanction smoking by women teachers.

To a great extent the customs of a community determine personal rights in that community. It is well to remember that every right has its corresponding obligation and duty. We are apt to give too little importance to that fact and too much importance to a consideration of our rights. Teachers are American citizens and as such they should not be required to forfeit the rights of citizenship because they are teachers. But respect for the rights and opinions of others is of the essence of good citizenship in America. One of the rights which every teacher has is the right not to teach in "the village of ————, Georgia."

W. C. MCGINNIS
Superintendent of Schools
Perth Amboy, New Jersey

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Adapt or Quit !

The founding fathers listed among the Creator given, unalienable rights of all citizens life, liberty, and the pursuit of happiness. When we proceed to study the field of operations in which the government allows a citizen freedom of action in attaining these rights we find it hedged here and there by rules and social conventions that vary with time, place and prece-

dent. There are also checks on action that are set up by rules of community expectation or social pressure. These are applied to citizen classes that vary in economic resources, opportunity of preparation for life and adopted vocation.

So we find that on entering the public teaching profession the novitiate voluntarily appears before the community as its servant and is accordingly subjected by that community to many limitations. Some of these are known in advance and are accepted in the contract. Others should be known from a knowledge of geography and history. New England has traditional standards that are different from those of the South and again from the West. For example, if I were to transfer from New Hampshire to the rural South, I should expect to have to develop the art of appreciation of many of my clients' corn whiskey, or if to the far West, I would study up on the wiles and promotions of a Chamber of Commerce secretary.

My first teaching experience was in Japan. Here we all slept on the floor, ate with chopsticks, did many things equally different from home practice. My life philosophy called for expectation of the best with an open mind free from preconceived ideas, with a sense of humor and lastly, preparing from the worst that rarely comes too close if the first is followed. If education consists of learning how to apply thought and proper action to the problem of adjustment to environment, then I learned much more from those two years than did my pupils.

The opportunity was once mine to observe a teacher who had spent years of time and study in upper Manhattan and then undertook the task of schooling in a rural community. This group exhibited all the virtues as well as most of the irritating vices that social workers attribute to rurals. In these vices they were often shamelessly aggressive. This teacher could have written the article "Teaching is Such Fun" quite as effectively as the young lady from rural Georgia. It was equal to a university research course in sociology to study developments. In this case the teacher has an advantage over the Georgian in that the citizens of the nearby center held financial and other control over the general situation and prevented her from being thrown bodily to the lions.

Early in my preparation I heard a lecture on Happiness that gave the following formulae. Three courses of action lie open to the man who is faced with the problem of adapting himself to an unsatisfactory environment. Firstly, he can change himself to conform to the requirements of the group. If this calls for demoralizing concessions or is beyond his versatility, he can, secondly, change his environment, bringing it to meet the demands of his own standards. If stubbornness, tactlessness, or other ismnesses prevent this, he can, thirdly, get out. I believe the founding fathers who drew up the Declaration of Independence would have agreed.

ALBERT B. KELLOGG
Superintendent of Schools
Claremont, New Hampshire

Make Up Your Mind, Hank!

RAYMOND E. MANCHESTER
Dean of Men
Kent State University, Ohio

Flash—Mr. Hank Punk (freshman) says (quote), "I cut my eight o'clock trig class thirteen times in three weeks because I was tired and didn't wake up."

Flash—Mrs. James Punk (mother of Hank) says (quote), "Hank is a good boy."

Flash—Hank's Aunt Sophie says (quote), "Pleased to meet ya."

Flash—Mr. James Punk (father of Hank) says (quote), "Give him the works."

Flash—W.P.A. philosopher says (quote), "Education is quite a thing, ain't it?"

Flash—Any one of us says (quote), "That's right, brother. It is, ain't it."

Education—Books, bricks, classes, trucks, readings, roads, Shakespeare, boilers, themes, steel, lab experiments, the rat-tat-tat of riviting, mechanical drawing, 100 piece bands, art appreciation, beer, research, football trains, theses, hamburgers, speeches, swing music, sermons, parades, mathematics, speculation, logic, superstition, ethics, politics, schedules, good old human nature, rules, mother love, more rules, father love, syllabi, dances,—and guidance and help and inspiration!

Education—Martyrs have bled and died for it, fanatics have gone hysterical over it, empires have been built because of it and empires have been wrecked because of the lack of it, man has gone through walls and into invisible areas by the use of it, Nature has Her laws questioned and has had certain amendments proposed for Her consideration.

Maybe Hank had cause for being tired! This abundant educational life is somewhat complicated for folks who are the recipients of the multitudinous blessings. Maybe Hank is the victim of more impinging experiences than his medium I.Q. grey material can assimulate without fatigue! Maybe! Yes, maybe!

Memo to Hank—Obtaining an education is serious business requiring concentration, hard work, dependability, honesty of purpose and the will power to try. You must make up your mind as to whether or not you have the necessary ability and the character qualities to continue as a student. Becoming tired is always a part of the strenuous life program and is neither an alibi nor an excuse. Make up your mind, Hank, because you are the only person having jurisdiction over it.

The Unmaking of the Teacher

LEWIS H. CHRISMAN
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Buckhannon

"HE is not so good a teacher as he was ten years ago." Of whom these words were spoken I shall never know. In fact I do not know who uttered them or to whom he was speaking. They came floating to me in a hotel lobby which that afternoon was crowded with school executives and teachers. But for some reason they made a deep impression on me. It might be worth while for any teacher to frankly face the question whether or not the passing years have meant professional progress or retrogression for him. Once in my own early days as a teacher after I had had the temerity to make a suggestion in faculty meeting, one of my colleagues began his answer to my argument by saying in effect that my callow observations could be excused on account of my lack of experience. Probably all of us eventually reach the place where we bolster up our self-esteem by taking it for granted that the longer we have taught the better we teach. Yet it does not take such a vast amount of thinking to enable us to see that experience and progress are not synonymous terms. It is to be earnestly hoped, and confidently believed, that the vast majority of teachers improve through their years of service. We may as well, however, face the disagreeable truth that some of us are not "so good teachers as we were ten years ago," or it may be five years or even one. What, then, causes teachers to deteriorate in effectiveness? What are the chief factors in the deterioration of a teacher? It will be the province of this article to mention three of them.

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The first is indolence. After I graduated from college one of our neighbors, a farmer who had known me most of my life, remarked, "Well, you're through school now. I suppose that you're going to get to work," the very plain implication being that I had been wasting time long enough. I replied that in a few weeks I should begin teaching. "Humph!" he blurted out, "You don't call that work, do you?" Needless to say I have since come into contact with many others who have looked upon the teacher's life as one of white-collared leisure. The fact remains, however, that teaching is hard work. It is a profession that has broken down many a physique. One reason that it is so frequently misunderstood by the public is that the day spent in the immediate work of the classroom is short. At an educational conference a teacher once aroused considerable comment by stating that at the end of five hours in the classroom he was as fresh as when he began. No teacher who reads this need be told that the atmosphere of this classroom was soporific rather than inspiring. A teacher who teaches so lazily that he can proceed hour after hour without fatigue will be nobly successful in wearying those subjected to his uninspired and uninspiring dronings.

We have to admit, though, that teachers are not free from the ordinary human frailities. That beaten path of least resistance is a road that looks very appealing to most of us. "He's a good fellow but he's rather easy-going." The hours in the classroom can be put in very comfortably without causing any particular complaint on the part of the ease-loving younger generation. Of course, they should be but a fraction of the day's work, but for some of us they constitute the largest part of it. Teachers do not punch time clocks. They do not have bosses standing over them. There are conditions in which the hours when they are not within scholastic walls can be frittered away in idle inconsequentiality. This, of course, means a class with a teacher humped over a textbook with which he is but slightly familiar, or reading yellow, dog-eared lectures. It means a lack of contact with the ever-expanding world of ideas. It means an intellectual life which is circumscribed, shriveled, dying. The first requisite for live teaching is a live teacher. And a teacher that is intellectually lazy is a drag upon the institution with which he is connected.

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The second of these factors in the unmaking of the teacher is pedantry. The pedant lacks perspective. He cannot distinguish between the mole-hill and the mountain. He habitually emphasizes the inconsequential until he loses the ability to see the important. He seizes upon some minor rule, or what he thinks to be a rule, and gives it such a disproportionate emphasis that it makes him intellectually cross-eyed. Like the Pharisee of old he tithes mint, anise and cumin and forgets the weightier matters of the law.

Often we are unkindly, but no doubt truthfully, informed that the field of English is the pedant's favorite hunting ground. Anybody who has attempted to teach this subject has had illustrations of the deeply-imbedded tendency to quibble over non-essentials. Some years ago while lecturing at a teachers' institute I had an experience which impressed this upon me in a way which I shall not soon forget. It might be said that the incident

took place in the days when the requirements for a teaching certificate were comparatively slight. Most of my audience had passed their examinations without ever having attended any institution except the one-room country school. One afternoon while lecturing on certain phases of practical English, I said in passing that because of historical reasons and the trend of usage there might come a day when grammarians would no longer object to "It is me." During the recess which came at the close of my address I crossed the street to my room at the hotel, looked over my mail and returned to the auditorium. When I got back I found the recess had not ended and that the atmosphere was full of excitement. Everywhere were small groups talking earnestly. I found upon investigation that the subject of the uproar was my innocent statement concerning "it is me." If I had announced the repeal of the Ten Commandments, I should not have caused more furore. A few defended me but most of those who were discussing the matter felt that I was guilty of a most serious error. Many of them knew Harvey's Grammar from cover to cover, and right there was the rule in "big brave letters fair to see." Why in the world would anybody have the termerity to question such an absolutely authenticated law of language? Everything else that I had said in the fifty minute lecture had been forgotten. Without a doubt some of those who were most horrified were exceedingly shaky in regard to matters of pronunciation and the relation between nouns and verbs but there they stood with adamantine firmness against the corruption of what they regarded as one of the indubitable laws of the mother tongue. Later in the afternoon I overheard one of the teachers, a woman with a high-pitched voice, summing up the matter in the words: "I never seen the like and *him* an *English* teacher!"

But all of us are likely to have our pet principles or pieces of knowledge to which we arrogate an undue importance. An instance of this was a history teacher of the past who took the position that nobody knew history unless he could give a certain twenty-five dates. Some of his students used to wonder just why the number was twenty-five rather than twenty or thirty and why some other dates were not of equal importance. By no means, though, are all of our specialties to be laughed out of court. None of them are harmful and some of them are valuable. The danger is that they become so deeply rooted in our pedagogy that we regard the mastering of them as the ultimate aim of education.

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Another present-day manifestation of this twisted thinking that we call pedantry is the deification of educational machinery. Examinations, intelligence tests and various types of complicated reports have in numerous cases come to be looked upon as ends in themselves. There are school systems in which the giving of examinations is considered the most sacred of rites. Both teachers and students think so exclusively in terms of tests and grades that the real educational aims are ignored if not entirely forgotten. That an examination can be an aid to teaching is undoubtedly true, but as a substitute for it, it is pitiably inadequate. A machine for testing, grading and ranking is far from being an educational institution. Dr. Georgia Harkness has made the thought-provoking statement that the more an education "puts its trust in standardized tests, charts, graphs and questionnaires the more it loses the living whole."

The third besetting sin of the teacher is timidity, or "intellectual quietism," as Stuart Sherman once called it. The teacher afflicted with this has ceased to do first-hand thinking. He has slipped peacefully into the groove of his immediate environment and there he has remained. He has become afraid of ideas. The faculty which he has most highly developed is skill in steering around any subject which might interfere with the innocuous desuetude of an empty routine. His life motto has become, "Say nothing, do nothing, be nothing." A fear-inspired protective, Coloration has made him assiduous in reflecting the thoughts, the standards and the ideals of the community in which he happens to find himself. Under such circumstances a classroom will be free from intellectual electricity. And nothing like teaching will interfere with its perfect peace. Dynamite must be used to disturb the beaten path of unthinking routine. Real education is deprovincializing. An atmosphere which makes the mind of the teacher provincial, circumscribed and cowardly is one in which nobody can make the slightest intellectual progress.

One of the basic laws of effective teaching is the far-reaching Emersonian dictum, "Trust thyself." There is a rich pedagogical significance in the following words of the Wise Man of Concord: "There is a time in every man's education when he arrives at the conviction that envy is ignorance; that imitation is suicide; that he must take himself for better, for worse as his portion; that though the wide universe is full of good, no kernel of nourishing corn can come to him but through the toil bestowed on that plot of ground which is given him to till."

Imitation is as suicidal in pedagogy as it is elsewhere. Many a teacher is impeding his usefulness because he is afraid to be himself. Fear of leaving the beaten track can keep him from measuring up to his best possibilities. Barrett Wendell once made the arresting remark, "I believe that a great part of whatever success I have had as a teacher is the result of my indiscretion." President Eliot expressed a similar thought when he said, "Prudence is not a desirable

quality in a college professor." Self-reliance and honesty of thought and action cannot be separated. It has been said of Einstein that he is "all of a piece." Such a coordination of personality and intellectual integrity is the fundamental qualification in the making of a real teacher. Nothing can take the place of it.

Melvin's Philosophy of Education

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SINCE the days of Comenius (1592-1671), there has been in certain quarters, constant dissatisfaction about the administration of education. For the most part, dissatisfaction has been a very wholesome stimulus for continuous improvement in the educational offerings. Milton, Locke, Rousseau, Postalozzi, Herbert, Froebel, Herbert Spencer, William James, and John Dewey have been concerned with educational reforms. They have differed widely in their techniques of approach.

Likewise, Dr. Melvin in a wholesome rebellion against traditional methods and ancient materials in his sequence of books, has suggested a way out.

In his *Activated Curriculum*,* he presents a guide for classroom teachers, school officials and committees interested in curricular changes. While this book is readily classified as belonging to the progressive group, it retains the fundamentals. While liberal in point of view, values have not been sacrificed for liberalism.

Dr. Melvin discusses briefly but clearly, conditions which have produced a new era for "Activity of Schools." The author, holds no brief for a mere label. He clearly points out that, "Too many progressive teachers in America already *know* what is the last word in school practice. Too many are self-satisfied. Too many have finished thinking. There are too many progressive schools where technique is poor, but enthusiasm is high. Too many schools where activity is plentiful, but learning is scarce. If we do not proceed into the realm of curriculum, making it a new and clear part of our activity procedures, our pupils will languish from lack of learning." The reader need not agree with the philosophy of Dr. Melvin to acknowledge the excellency of this volume. This, the fifth book in his series, provides the teacher with not only a mature point of view, but with a guide for method, and suggestions for curricular changes.

Dr. Melvin points out that the older principles of curriculum construction are intellectual—based on logic. Some effort is given to tracing the development of the elementary school curriculum from 1775 to 1927, and to one sensitive to the world about him, there is an awareness of the great change in psychological emphasis between these two dates. It may well be that the ends we seek today in citizenship, idealism, respect for law, co-operation, and similar values, were sought in 1775 by the schools. However, the methods employed in achieving these goals have materially changed, and necessarily must the curriculum also change to make the new methods possible. Selected references illustrate the emphasis today upon action in life situations. In the organization of these experiences to make them meaningful, no claim is made that logic be dispensed with. There is merely a shift of emphasis—an emphasis which is more in harmony with the age in which we live.

In discussing curriculum goals, certain activities are listed as being desirable for certain students as follows: *Writing a letter, Keeping private accounts, Reading the newspaper, Using a typewriter, Swimming, Driving an automobile.* In analyzing curriculum goals, Dr. Melvin states seven very practical criteria, that these are suggestions with sufficient flexibility to serve as means to an end, rather than being ends in themselves. Dr. Melvin has supplied charts and diagrams which greatly supplement the printed page. In an interesting treatment of "Seeing the World" the author says, "The simplest method of seeing the world is to look at it. Not to read about it. Not to think about it. Not to listen to lectures about it, nor to dissect or analyze it, but to look at it." A few well selected illustrations follow, which emphasize the value of excursions and observation. The illustrations which follow emphasize the value of animals, plants, people themselves, and according to the presentation here, tend to be emphasized as educational sources. In a very illuminating chapter on the secondary or derived sciences, the author discusses ten modes of activity of human beings in an interesting manner. The modes listed are: growing, homemaking, producing, technifying, communication, socializing, thinking, teaching, energizing, and originating. These modes are each in turn discussed, showing their educational implications.

In discussing the place of goals, the author says, "that knowledge

cannot be definitely included in the curriculum except in terms of the activities concretely expressed." He points out that the policy of forecasting knowledge suitable for all children cannot be achieved, and hence the traditional method of stating the offerings in terms of goals to be mastered by all, is greatly inadequate.

Part Three, of this volume, deals with making a new curriculum. Again, references are made to the ten modes of human activity as being a very vital part of life itself. These various modes are discussed in terms of their relation to school activities, and how each of these modes may be utilized in the classroom. The most interesting chapter to the writer, "New Society" is presented by the author as an outgrowth of what he expects from the new curricular changes. In this chapter, the author has shown breadth of vision and maturity of thought.

It seems safe to say that no other modern writer has given the teacher so all-around a discourse on modern education. Dr. Melvin has staked off a claim on the educational frontier through this and four companion volumes, which lifts him to a distinguished position as a pioneer and modern thinker.

Guidance in a Junior High School

MURRAY J. WRIGHT
Principal, Junior High School
Nashua, New Hampshire

IN 1916 Nashua established a two-year junior high school. Twenty-one years later the city abandoned the 6-2-4 type of organization and adopted the 6-3-3 plan. This was felt most keenly in the junior high school where the ninth grade was added and the enrollment jumped from 800 to 1200. As a result of this increase in enrollment, it was necessary to augment the personnel of the guidance department and to redefine its functions. At the present time the department has three members, a director who also acts as counselor for one grade and two other counselors. The time of these three teachers is divided as follows:

Director:
- Teaching group guidance classes
  5 periods per week
- Counseling
  10 periods per week
- Research, supervision of department, and other miscellaneous work
  10 periods per week

The Counselors:
- Teaching group guidance classes
  11 periods per week
- Counseling
  10 periods per week
- One class in another department
  4 periods per week

One other person teaches ten periods of group guidance, but does no counseling.

The three major functions of the guidance department are group guidance, individual guidance and research and detail work.

Group Guidance

Each grade counselor meets all the pupils of that grade once a week in group guidance classes. There are as many of these classes as there are divisions in the grade. As the pupils advance from grade to grade, the counselor advances with them. Thus, our ninth year pupils have their group guidance classes with the same person with whom they had this work in grades 7 and 8. As a result, the counselor comes to know each member of the grade.

At this point it should be mentioned that the home room teacher as well as the counselor advance with the pupils from grade to grade. Every pupil has therefore, two members of the faculty who have a personal interest in, and responsibility for him throughout the three years of his junior high school career. It is usually true that the relationship between the home room teacher and the pupil comes to be a more intimate one than that existing between the counselor and the pupil. In countless cases the home room teacher lends friendly, sympathetic advice and aid to her group. Problems which can not be handled adequately and satisfactorily by the home room teacher are referred to the pupil's counselor. It is only through the cooperation of every member of the faculty that any program of guidance can hope to succeed.

In grade 7, the work done in the group guidance classes includes orientation to our school, an understanding of the interdependence of all the world's workers and an appreciation of the dignity of work.

In grade 8, a study is made of occupational opportunities in the various fields of work. This is informative and cultural. Possible openings in all fields of work are presented to the pupils and as a culminating activity each pupil studies in more detail some one occupation that interests him most, and assembles his materials in booklet form. We do not expect an eighth grade pupil to select his life work at this time, but we do feel the necessity for acquainting him with the work of the world

and the opportunities open to him.

The ninth grade classes consider the amount of education needed for work of various skills, educational opportunities offered by our own and neighboring states, and types of schools training for certain kinds of work.

Early in the second semester, the program of studies for the following year is presented to each grade by the counselor in the group guidance classes. An explanation of the required and elective subjects is given following which each pupil selects his course of study with the advice of the counselor, for the next school year. The pupils' selection of subjects is then approved by the parents. Not infrequently parents come to the counselor seeking advice concerning the child's course of study.

After the election cards are all in, the counselor then forms the recitation divisions within the grade for which she or he is responsible.

Individual Guidance

The person who teaches a grade's group guidance classes is also the counselor of the individual members of that grade. As mentioned before, each counselor devotes ten periods per week to individual conferences, the majority of which concern scholastic standing, general health, home conditions and student aid. Nearly 5,000 individual conferences were reported by the three counselors during the school year 1938-1939. As a result of these conferences a pupil may be reclassified, a special program arranged, arrangements made for supplying free milk or hot lunches, clothes or N. Y. A. aid, sending him to the dental, eye or mental hygiene clinic, for giving him an audiometer test or special physical examination.

Research and Detail Work

Every pupil has an individual guidance folder to which is attached his picture, and on which is recorded information about him, his family, past school record, scores made on standardized tests, the purpose and results of conferences. Inside the folder are placed letters, reports, and any other material pertaining to the individual pupil which will help us to know the pupil better. All of these folders are filed in the guidance department's office.

Information about the pupil is obtained from registration cards, an elementary school record card, and a questionnaire which the pupil fills out the first week of school. As this information is transferred to the folders, the counselor is alert to detect any unusual background, broken homes, parents not living, economic difficulty, physical handicap and the like. Conferences with these pupils are scheduled early in the school year. All pupils who come to us from other cities and towns are also interviewed soon after the opening of school.

In June, the director of the department visits all of the elementary schools which will send pupils to us the following September and in cooperation with the sixth grade teachers prepares a list of pupils who should be contacted as soon as school opens.

Keeping records up to date takes some time, but no member of the department is so burdened with clerical work that she has to sacrifice time which should be devoted to individual conferences, to record keeping.

The research work is not so imposing as the title might imply. It consists of studies made periodically of failures, of progress made by pupils who have been reclassified or who may have been given a special program and of the relation between pupils' scholastic success and probable ability.

Considerable detail work is involved in preparing lists of pupils deserving of financial aid, clothing, free milk or hot lunches, medical attention, holiday cheer, or vacations at camp.

The director of our guidance department is also responsible for the planning and supervision of the weekly home room discussion meeting. These meetings are held in the home room under student leadership. They encourage an informal exchange of student opinion and a tolerance for the other person's point of view. Plans for these meetings are made six weeks in advance. Such topics as *Our School Paper, Education Week, School Party Behavior, Radio Programs I Enjoy, case study of "The Poor Sport"*, and *Leadership* are typical subjects for discussion in these meetings.

In such ways as have been mentioned, we are attempting to meet the needs of the group and of the individual. We are trying to build a school environment that will develop to the greatest possible extent, the capacities and abilities of every individual pupil—an environment in which good citizenship is paramount.

In addition the counselors frequently confer with the principal, teachers, nurses, parents, the cafeteria dietician, attendance officer and social welfare workers—all with the objective of helping some individual pupil to make a better adjustment to his environment.

Whom Do I Call Educated?

Whom, then, do I call educated? First, those who control circumstances instead of being mastered by them; those who meet all occasions manfully and act in accordance with intelligent thinking; those who are honorable in all dealings; who treat good naturedly persons and things that are disagreeable; and furthermore, those who hold their pleasures under control and are not overcome by misfortune; finally those who are not spoiled by success.—Isocrates.

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Facts About Our Senators

U. C. BARNETT
Little Rock, Arkansas

RECEIVING a College or University degree was considered more worthy of mention by the members of the Senate of the 76th Congress in their autobiographies than any other single event except the date and place of birth, for 67, or more than two-thirds of the entire membership incorporated that fact in their life history. Fifty-three, or more than one-half thought it of sufficient importance to give an account of their elementary or high school training. Only ten attached enough importance to membership in a Lodge to mention it and only seven said anything about church affiliation. Twelve mentioned the clubs and fraternities of which they are members.

The body has 12 members who have served as governors of their respective states, both the Senators from Kansas, Capper and Reed, having served in that capacity. Twenty-three mentioned previous service in the Army or in the Navy, and 49, or one more than half, the entire membership have had some type of legislative experience either in the lower House of Congress or in one of the branches of their respective state legislatures.

As might have been anticipated, the profession of law furnishes by far the greatest number of members, 59 giving that as their vocation. Two said that they were College professors and four gave farming as their business before they entered the Senate. Of the four who were listed as business men, two were bankers, one manager of a Motor Company and one farm Cooperative Mill manager.

Seven gave newspaper work as their former means of livelihood. Here again Kansas did the unusual thing by sending two members of the newspaper fraternity to the upper house of Congress. The only Senator to list himself as "lawyer-farmer" was Bilbo of Mississippi, while Tobey of New Hampshire indicated that he was a "farmer-lawyer-banker-manufacturer" and Byrd of Virginia made note of the fact that he was a "newspaperman-farmer-applegrower."

A singular situation lies in the fact that 32 or exactly one-third say that they were born elsewhere than in the states from which they

were elected. This number includes both the Senators from each of the states of Montana, New Hampshire, North Dakota, Oklahoma, Washington, and Wyoming. Those born outside the United States were Murray of Montana, born in Canada; Wagner of New York, born in Germany; and Davis of Pennsylvania who first saw the light of day in South Wales. Eleven Senators did not mention the place of birth.

Borah of Idaho has had the longest period of service, having entered in 1907. Trailing him in length of service are Smith of South Carolina who became Senator March 4, 1909, and Ashhurst of Arizona who began service March 12, 1912. There are ten Senators who took their seats January 3, 1933 and are therefore the youngest of the entire body in point of service.

IT SEEMS TO ME

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Secondary students frequently find themselves in a quandary regarding their free electives. To a degree the choice should be influenced by the innate talent of the individual. For example, one who is alert and gifted can take a full complement of English, Mathematics and Science with profit. However, there is another angle on the secondary level: all subjects are highly potent as general educational media. Each readily lends itself to the development of concentration, reason, cooperation, social responsibility and character. The resourceful teacher through the agency of any activity will create resplendent personality.

Keep this in mind; usually the subject one selects is of little moment; the teacher he gets is all important. Fortunate is the student whose teacher is an outstanding personality.

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Always remember children have feelings—as tender and as sacred as those of adults. It is inherent in true leadership that the teacher be fair, honest, thoughtful and sympathetic. This in no sense implies that he be vacillating or easily bluffed; but it does mean that he possesses the ability to secure the best possible results in attitudes, achievement and group thinking through his capacity to lead, command respect and foster cooperation.

In too many cases caustic remarks are leveled at children as, "This is a bunch of dumb-Doras"; "You are sixteen—why don't you quit school—you can't learn anything here"; "There's nothing but riff-raff in this class"; "You are too lazy to amount to anything".

The students, not to be outdone, retaliate thusly in the halls, rest rooms or in conversation with friends: "I don't like that bunch of 'snitzy' teachers"; "I drew two sourpusses this term"; "The first two years I had trouble but now I hand it right back and salve them up the next day".

Thank Heaven there isn't much of this—but a little is too much. There is no excuse for discouraging a single child; no excuse for creating or exaggerating a feeling of inferiority; no excuse for blighting a single soul. Our work is to take every child no difference how dirty, dull or mischievous and contribute all we can towards the unfoldment of his personality. The child who does not know how to study, who is disinterested, who is dilatory, who does not like school needs all the love, tact, sympathy, patience and skill that you and I can command. Let's not freeze him out. Let's re-vamp our attack. Let's find that little quirk that insures success.

▼

How's your reading? Not very good? Neither is mine. Yet reading is the primary activity in the curriculum. It is the password to the culture of the past and the present—to philosophy, science, history, religion, literature, hot air and all the rest. To tap the intellectual deposit of the race each individual must be able to read with ease, fluency, understanding.

Instruction in reading should not be as tiresome as climbing a greased pole, as painful as a carbuncle or as monotonous as the cadence of hoof beats on the desert sands. It should be stimulating, virile, challenging. It should be predicated constantly by thought and study, by gripping technique, by sound method. And keep this in mind: little adjustments in procedure spell the difference between success and failure. We don't want revolution in method—we want growth. We want the same kind of studied, logical development that characterizes the field of mechanics and engineering. In education we must go forward—but let's go thoughtfully and scientifically.

Progress is slow; always it must be rooted in fundamental principles, not fiction. Be careful when you dive off the spring board—there may be no water at the other end.

There are no short cuts to skillful reading. Success comes through following a program consisting of four basic factors: materials, methods, testing, administration. I'll discuss each of these next month. In the meantime let's throw everything we have into the reading program—let's hit it squarely, let's hit it hard.

Classroom Clinic

By GARRY CLEVELAND MYERS, PH. D.

Readers are invited to consult Dr. Myers freely through this department

Ridiculing Students' Papers

Q.—What do you think of the practice of teachers who read aloud statements in students' papers which to the teacher appear ridiculous and at which the class usually laughs uproariously?

A.—This is not only a wasteful but destructive practice, since it tends to arouse feelings of inferiority in the students whose papers are so treated and in many others who fear theirs might be, building up in many members of the class more inhibitions in writing and doing immeasurable harm to their personality and mental health. Anyway, about the greatest barriers to learning progress, especially in oral and written expression, are inhibitions caused by fear of ridicule.

As a rule, we profit more from successes than from failures. Therefore, a better practice than the foregoing might be to read from a few of the best papers, especially those which reveal originality, supplementing them with samples from good models of expression to be found in print.

While discussing this matter in open forums before groups of high school teachers in various parts of the United States, I observed that a few teachers conscientiously objected to my point of view, insisting, on the contrary, that students don't feel about the matter as I assume they feel. Some teachers even maintained that students like to laugh with their classmates over such matters. I wonder if these objectors have sought the frank opinions of their students. It happens that I have done so with high school students individually and in groups, in cities of at least eight states. Their unanimous verdict is unambiguous. I wonder what my readers have observed.

Who Should Protect Youth from Overloading?

Q.—Who should take the initiative in protecting those youths who are inclined to participate in too many activities?

A.—We can't count on the parent, as a rule. Many a time I have heard a parent enumerate all the activities of a son or daughter who has "No time he can call his own," without hearing a single one of them indicate that he has tried to do anything about it—except, perhaps, to brag and to egg the youngster on.

The school can go at it more objectively. It can have the health department lay down certain rules for the protection of the child. Accordingly the school will indicate a maximum of activities any student can be engaged in at any one time; and certain students will have to engage in still fewer, on advice of the health expert. Moreover, while the youth will be encouraged to participate in activities of the community, how many he engages in will be known by the school, and his program at school guided accordingly. But since extra-curricular activities are useful and especially needed by certain students, some students will be required to extend their school period for a year beyond more than the three or four years usually required, and such students may be bright ones. It won't just be the "dumbbells" in the future who will spend more than the regular period of years at school.

Fortunately in a number of high schools and colleges effective steps already have been taken to protect the youth inclined to load himself up too heavily outside the classroom.

Why Not Boost Community Service?

Q.—What of the conflict between school activities and similar activities in the community?

A.—I hear from clergymen and other religious educators that their youths are attracted to so many activities at school that it is hard to carry on similar activities in the church.

We ought to find a way at school to encourage such community participation. In the long run it might be far more useful to a youth to sing in a church choir, teach a Sunday school class, or serve as a scout or club leader than to take part in some school activity. After all don't we want to educate for community participation?

In assigning credits at school for extra-curricular activities why should there not be strong recognition for such participation in the community?

Anyway, it might be a good thing for the school principal and the leaders of the various activities of the community to get together and try to see how they do overlap and conflict, with the hope of cooperating for the best good of the youth.

The Forgotten Memory

Q.—Haven't we swung from the extreme when children merely memorized words to the opposite extreme when they memorize practically nothing?

A.—I think we have. Some teachers suppose it is a sin to have a child learn anything by heart. They prefer to fill him with impressions no matter how confusing; and let him learn where things are to be found—in the library for example—and not burden his mind with remembering them.

But if he ever gets to college and hasn't learned "to bone" nor to commit to memory numerous specific facts, may heaven help him. And may some one have mercy on his soul if he chances

to take a course in education in which memorizing anything is ridiculed, if he is not able to call instantly to memory numerous specific items in an examination in that subject.

It seems to me that the average child at school often learns to quit on a learning experience at the very place where a few moments of effort would increase his learning gains tremendously. After a specific fact or symbol is understood, right then is the psychological moment to make it a part of the memory, to learn it by heart. Sometimes, of course, it is retained in the memory incidentally. Yet more often it is not, except when the learner sets out with a purpose to remember it.

There are available researches which strongly indicate the unreliability of incidental memory. Yet much of the philosophy and practice of modern education presupposes that incidental memory is highly dependable and efficacious. Perhaps it is about time to give some consideration to the forgotten memory.

All in the Day's Work

EVERETT V. PERKINS
Principal of Cony High School
Augusta, Maine

Freedom of Assembly

THIS morning two senior boys told me that their class would like a meeting at recess without the presence of the faculty advisers. Upon my asking them what the purpose was, they said that they preferred not to tell.

I hesitated for I had some misgivings. Then I thought of my frequent emphasis upon the importance of the practice of democracy in a high school. Democracy means freedom of speech and the right of peaceable assemblage. Everyone feels an obligation to be consistent so I said, "All right, boys. You may have your meeting and I will give you ten extra minutes so that there will be plenty of time."

It was not long before one of the teachers reported to me that she had learned that the seniors were planning a skip day. This of course explained the reason for the class meeting. Of all things a skip day was what I did not want.

After some thought I decided to call to the office the president of the student council, George Wing, and the president of the senior class, Thomas Whitney. I told them their plans had come to my knowledge and showed them the many reasons why I thought a skip day for our school was wholly impracticable.

The boys agreed that the plan was ill-advised but the question was what to do with all those excited seniors. It was finally decided that the students would have their meeting and the two boys would try to prevail upon them to give up skipping.

It was a long recess for me. The students at last came from their meeting, quiet and serious. I soon learned from one of them what happened. There was an earnest discussion pro and con. President Whitney spoke with much conviction against the idea. And this is the way he put the question: "All those who are positively sure that skip day would be a good thing for Cony High School, stand up." As but ten stood up he declared that only a few were in favor of the idea and dismissed the meeting.

I hope I shall have opportunity to do something very special some day for Thomas Whitney.

▼

The Hardest Work

Tonight finds me usually weary, although I have sat in the office all day apparently doing little.

I am reminded of a story told of President Eliot of Harvard. A friend had been visiting him and questioned the famous educator about what he did to earn his salary. "Some one else seems to do everything for you," the visitor said. "Your letters are written, your telephone is answered, your records are all kept by others. You merely sit at your desk all day. Just what are you duties?"

The great President replied, "My job is to make important decisions. This is the hardest work that any one who is capable and conscientious can possibly do."

That is what I have been doing today,—in a comparatively small way of course—making decisions. I have had to decide what to do with troublesome students, how to settle questions connected with our athletics, how much to press some school policies to which there is opposition, what sort of teacher conferences to promote. Some of these questions involve the expenditure of considerable money and concern the future welfare and happiness of many others.

Making decisions, if one tries to consider all sides of a question, and come to a reasonable conclusion, fair to all concerned, is hard work. It is work that cannot be done on the run but must be performed under the most favorable conditions of mind and corcumstance.

The News Digest SECTION

Schools Called Best Democracy Safeguard

ATLANTIC CITY, N. J.—George Wharton Pepper, former United States Senator from Pennsylvania, told delegates to the fifty-third annual convention of the Middle States Association of Colleges and Secondary Schools here that "there is no such thing as making the world safe for democracy; the real problem is to make democracy safe for the world."

Mr. Pepper said that since democracy is a government by the people, "it can be no better than the people themselves."

"Democracy means a society in which the people who compose it are their own governors," he said. "And this makes popular education more and more important.

"The essence of education," Mr. Pepper continued, "is self-development. We may find one's development lopsided and discordant, or symmetrical and harmonious. The more symmetrical and harmonious the development, the more marked the man's personality and power for good."

In this respect, Mr. Pepper said that the word "stimulator" might be substituted for "educator" and "teacher," since the main idea behind the present system of education is to aid the pupil in his self-development.

Ban On Candy Sale At Schools Advised

TAMPA, FLA.—Dr. John J. Torres, health department dentist here believes that excessive sale of sweets in school lunchrooms is one of the principal causes of tooth decay in children. He has recommended to school authorities here that the sale of candy in school lunchrooms be curtailed or eliminated altogether. "It is unfortunate that with but a few exceptions the lunchrooms in the schools throughout the country have a great assortment of sweets," he said. "Too often have we seen the children buying 10 or 15 cents worth of candy for their lunch."

"CORE" CURRICULUM IS PRAISED; WIDESPREAD ADOPTION PREDICTED

GRAND RAPIDS, MICH.—Accepting the "constancy of change" in ways of human living, the fifth annual conference of the Border Region of the Progressive Education Association attempted to discover the present status of "change" in America and how the schools might help to make it a good one.

In the opinion of Dr. Howard Lane, Department of Education, Northwestern University, one reason for the ineffectiveness of schools in the past has been that "adults sat down and decided what children should learn and then imposed it upon them." Children learn more when "they talk to you than when you talk to them. They grow when they have the freedom to make their own adjustments, and develop their own purposes, when those purposes are worthy ones, of course."

He cited one experiment in which children simply were put together in a place which was "good to live in" and had "good people to live with" and in which there was a complete absence of "pressure to learn." In that atmosphere, he said, not one child had failed to "learn," even the regulation reading, writing, and "figuring." Most interesting of all was the fact that not one developed "aversions" to any one of the three. The so-called "bright" child was no more "respectable" than the one who could lift the most, run the fastest, or draw the best. "Who is the smartest?" the children were asked one day. Puzzled, they asked, "smartest at what?"

Dr. Paul Diedrich of the University of Chicago emphasized the need of opportunity for pupils to make plans based on their own needs and on their own problems. The present experiment with a "core" curriculum, where this can be tried out, is apparently so successful that Dr. Diedrich forecasts that within five years schools will be making widespread use of the plan. It consists, Dr. Diedrich explains, of permitting pupils to come together daily, under the guidance of a teacher, to tackle the problems of every-day living that do not fall into specific fields.

Newly elected officers are: Arthur R. Davidson, assistant superintendent of schools, Windsor, Ont.; Miss Adrienne Curtis, Toledo, O.; Charles B. West, Mt. Pleasant, Mich., and Russell West, Ann Arbor, Mich., vice-presidents; Roy E. Robinson, Highland Park, Mich., secretary and treasurer.

Two Books Sufficed Hundred Years Ago

THOMPSONVILLE, CONN. — A strong arm and two books, the Bible and Shakespeare, were the main prerequisites of a school teacher in New England a century ago.

This was indicated in a diary left by Paris Bower, which was found recently. Bower was born in 1803, became a school teacher at 17 and remained one for 57 years.

Bower's first job was in Ellington, where he won a victory from the pupils the very first day by sending their ringleader home with a bleeding nose when the latter challenged his rule.

The Bible and Shakespeare sufficed to teach the pupils English, but in order to round out the "three R's" and keep a day ahead of the class, Bowers admitted he had to study continuously.

In those days it was customary for the town to pay the teacher's board and there was always a rivalry among the townspeople to board the teacher. Chief reason for this, according to the diary, was because the children of the host could be given some overtime teaching, particularly if they remained out of school to work on the farm.

The couple had nine children, whom Bower had to teach in addition to his regular scholars.

SCHOOL AUDITORIUMS GENERALLY NOT WELL PLANNED, SAYS REPORT

WASHINGTON.—School auditoriums throughout the United States are usually not well planned. A common mistake is to make the auditorium far too large, the proscenium or stage opening too wide, and the stage itself very shallow.

Because there is an increasing community demand for the use of school auditoriums for plays, concerts, forums, and motion pictures, and because a school auditorium costs anywhere from $50,000 to $150,000 or more, a badly planned auditorium is not only extravagant but defeats the purpose for which it was built. These are the conclusions reached by the U. S. Office of Education as the result of a study of school auditoriums in 21 states.

The day is past when auditoriums should be constructed merely as assembly halls for opening the exercises and graduation ceremonies, the survey report points out. The modern auditorium should be constructed like a theater. Unfortunately, however, auditoriums are rarely planned or equipped with any sound knowledge of their technical requirements.

The first requirement of a good school auditorium is that it should not be too large, the U. S. Office of Education warns. Auditoriums should not be planned to house the whole capacity of the school, if the enrollment is 1,000 or more. Most professional theaters in New York have a capacity of 1,000 seats or slightly less. Very few professional actors can project their trained voices or "get acorss" the footlights in a 1,200- or 1,500-seat auditorium, it is pointed out. Much less can this be done by amateurs. The auditorium capacity should range from 500 or less to 750 in order to give the intimacy necessary to an effective theater where amateurs perform.

Harvard Teaches Fast Reading

CAMBRIDGE, MASS.—The dean's office at Harvard College has given all freshmen special reading tests devised to reveal weaknesses in reading techniques as related to special fields of study such as history and government. Utilizing a new motion picture technique of teaching fast reading, there has been introduced a non-credit course in reading training. This technique was tried out by Prof. Walter F. Dearborn last year, and proved very successful.

Holds School Should Mould Local Attitude

ATLANTIC CITY, N. J.—It is not enough to develop the student's intelligence and knowledge, according to Dr. Albert Einstein, world-famous German refugee and mathematician. Equally essential, he holds, is "a sound social attitude."

Dr. Einstein, now associated with the Institute for Advanced Study at Princeton, N. J., sent his message to be read before the New Jersey Education Association, state-wide teachers' and principals' group for its eighty-fifth annual convention here.

There are four tasks the school should fulfill, Dr. Einstein said:

1. It must firmly establish certain moral and social principles and standards and educate for character along these lines.

2. It must develop important abilities like logical thinking, judgment, memory, art appreciation, creative ability, and physical fitness.

3. It must transmit general knowledge and information and skill in reading, writing, arithmetic and languages.

4. It must impart special knowledge and skill in preparation for a profession.

Teachers Learn Roles In Defense of America

TOPEKA, KAN.—Importance of the public school in defending democratic ideals keynoted the annual convention of the Kansas State Teachers' Association here. That this theme was not lost was shown by the comment of a country school teacher from western Kansas: "I never realized before how important my little schoolhouse out there on the prairie is in this defense of what we believe to be the best government in the world."

This explains the opinion of administrators that this was one of the "meatiest" programs the Association ever had. The general session speakers from Lord Marley of London to Norman Thomas, the spokesman of Socialism in the United States, reiterated the vital role of free education in training democratic citizenship.

At least the teachers carried home the encouragement of men well versed in world affairs that boys and girls who develop into tolerant, industrious, thrifty, neighborly citizens will be competent to exemplify the ideals of democracy to a world which is in a doubting mood.

Big School Plan For Brookline

BROOKLINE, MASS.—The Brookline school committee voted recently to have the sub-committee of buildings review its figures and plans for a new north wing to the high school so that the matter might be presented at the next regular meeting for action.

At the same time the committee approved a long range building plan which would include the north wing of the high school, a new gymnasium for the Pierce School and a new school in the vicinity of Clyde and Newton streets. This plan was forwarded to the selectmen.

The committee also voted full cooperation with officials of the Public Administration Service in its survey of the schools.

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Wilson-Way School Photography, Cambridge, Mass.

Alabama Shows Gain In Reducing Illiteracy

MONTGOMERY, ALA.—Great strides in education have been made in Alabama in the last eight years. A comprehensive legislative survey of state education from 1930 through 1938 discloses that:

The number of illiterate children, from the ages of 10 to 20, has been reduced by 21,926.

White teachers with four or more years of college training have increased from 3,674 to 5,792.

Transported pupils increased from 66,499 in 1930 to 187,383 in 1938.

Education Takes Holiday In Reich

BERLIN.—War has reduced higher education, except in technical schools, to a minimum in Germany.

In the first days of the war, as the number of men being called to the colors mounted, most classrooms had to be closed because of a lack of teachers. A reshuffling of available instructors later did not help matters.

On the university level only half a dozen schools remain open—all others, including the famous old universities of Heidelberg and Freiburg, lying close to the French border, are closed.

Those students who have not been drafted for Army duty—a very small number—may pursue their studies in so far as professors are available.

Boys drawn out of upper grades of the German equivalent of high school to go to war and having only a few months to go to graduation were presented with diplomas without taking examinations.

The technical schools—there are only two open out of more than a dozen—are jammed with lads being hurried through studies in all types of engineering, chemistry, and related subjects important to the Reich and its war.

A handful of American students registered for doctorate work were advised to continue their studies in Switzerland because the laboratory space was needed for German students.

Vocational Needs Studied in New Jersey

CAMDEN, N. J.—Members of a State-wide committee, consisting of representatives of five women's organizations, whose function it is to make a survey of the status and needs of vocational education in New Jersey, have started their second season of study with a visit to the Camden Vocational schools in Merchantville. The committee is a study group to examine existing vocational schools in New Jersey and their methods and to discovtr communities lacking proper facilities.

"This year," said Miss Mary L. Neer, chairman of the study group, "the committee plans to have conferences with State and national authorities in education to study the curriculum in the high schools of counties having no vocational schools, to see if the need of the community for skilled and specially trained labor is met by the educational opportunities offered."

The committee will also consider making a survey of each county to find out present opportunities for training boys and girls, and, in addition, to learn what each county superintendent and the State board of education would like to see in operation.

To Survey Michigan On Youth Problems

ANN ARBOR, MICH.—Several hundred workers have begun interviewing 150,000 Michigan young people in an attempt to assemble information bearing on youth problems.

Announced by Dr. Eugene B. Elliott, Superintendent of Public Instruction, the huge survey is expected to be completed by the end of the year. Compiled results, it is believed, will be available to educational and other authorities before the 1940-41 school year begins.

The immediate objectives of the survey include the collection of information on the employment of youths between the ages of 16 and 24 years; the characteristics, abilities and interest of these young people; the amount and source of vocational training youths have had and amount of employment they have had following that training, and necessary additions to and improvements of vocational training.

FRENCH EDUCATIONAL SYSTEM IN FULL SWING, DESPITE WAR

PARIS.—With the opening of the last of the classes in the universities early in November the school system of France was in full swing for 1939-40. A centralized system on a nationwide scale has facilitated action, but the Ministry of National Education was particularly eager, in view of the war-time changes in the lives of the children, that the aims and conditions of their education remain as normal as possible.

The astonishing result has been that all institutions giving primary and secondary education were able to open at the usual time, and the universities and specialized colleges, "grandes écoles," opened a little earlier than usual.

The problem of carrying on education has been complicated by the movement of the younger school population, by the closing of schools in evacuated areas, and by the reorganization of a teaching staff depleted by the mobilization. An estimated 152,000 children up to thirteen years of age are going to school in regions new to them, and this does not include the number, perhaps as great, of those who went themselves to live with relatives in the country.

From a tenth to a fifth, therefore, of the total school population corresponding to our primary and grammar grades, have moved. All from Alsace-Lorraine have gone to live in the center of France, those from Paris and the Department of the Seine to Touraine.

There were not enough private homes which could take in those who were evacuated in groups. Barracks had to be built, 50,000 beds had to be bought and set up, canteens had to be opened, and teachers with the aid of nurses had to look after the children day and night.

One of the first steps immediately following the evacuation was the taking of a census of the school population, for, in addition to the new arrivals in the "transfer departments," there were everywhere children spending their vacations with relatives with whom they were urged to stay. The Government asked all to report their new addresses and the kind of instruction they needed, whether primary, secondary or technical.

The provision of a teaching staff for the readjusted school system was far from simple, for 35,000 out of the normal 142,000 teachers and schoolmasters had been mobilized.

BABSON DRAWS SPIRITED RETORT AT SUPERINTENDENTS' MEETING

BOSTON. — Three hundred New England superintendents wound up their convention here with a stormy closing session. Outcries from the floor met a speech of Roger W. Babson, who charged graft and politics spoiled public school education and rendered graduates unfit to hold jobs.

Shouts of "No! No! No!" greeted his statement that salesmen of school supplies influence officials by getting jobs for their friends and relatives. Babson offered to quit speaking. "My car is right at the curb outside this hotel now."

Walter F. Downey, State commissioner of education, commented: "When he indicts all school officials, superintendents and teachers, he insults the intelligence of every thoughtful citizen."

A few days later Mr. Babson extended his remarks before the Professional Women's Club. School systems will "never get out of politics," and "unemployment will never be eliminated" until school committees are chosen in much the same manner as juries, by lot rather than by popular vote, he declared.

Asserting "the love of creating is knocked out of our children in the public schools," he laid the blame on school committees, whom he accused of abolishing the teaching of many of the "practical things" taught when he was a schoolboy, in order to please the parents and voters.

Among the qualifications of a good school committeeman he named ability to "set an example of high character," to be practical, and have "energy with idealism. The school board should be free to go outside its own city or town to hire competent teachers, he insisted.

Fred D. Wish of Hartford, Conn., was elected president of the New England Association of School Superintendents, succeeding Ernest W. Fellows of Gloucester, Mass.

Salute Like Nazis; Schools Revise It

RIVER EDGE, N. J.—Pupils at the Roosevelt Public School here will alter their traditional salute to the American flag because of its resemblance to the Nazi salute, it was decided at the annual meeting of the teachers of the school.

Heretofore the children have first placed their right hand over their heart and then extended it, palm down, toward the flag while repeating the oath. Henceforward they will keep their hands over their hearts throughout the ceremony.

The teachers announced that they would seek to have the simplified gesture accepted throughout the schools of Bergen county.

Chinese Youths Good Students

ANN ARBOR, MICH.—Two sons of a trusted adviser to Chinese Generalissimo Chiang Gai-shek are diligently seeking an education here, preparing for the time when they believe Chinese national life will be re-established on a peaceful basis.

John and Peter Eoyang, the 9 and 16-year old sons of Admiral Eoyang, commander of the defunct Chinese navy, are known as Butch and Pete to friends in the Ann Arbor and University of Michigan high school, where they enrolled.

They are football fans, but they are also serious about their careers; Peter so much so that he hopes to finish high school in two years, study naval architecture and engineering at the university, and then enter a British naval academy. He also finds time to box, play football, and swim.

"Schoolmarm" Favors Girl Students

CHICAGO, ILL.—The "schoolmarm" has been blamed in part for the high ratio of failures of boy students in the lower grades. "Approximately twice as many boys as girls fail," according to Dr. Walter Anderson of Northwestern University, because women teachers "put a premium on conformity and docility—qualities in which girls excel. There is no real basis for the idea men can't teach small children successfully."

Flexibility Proposed In English Study

NEW YORK, N. Y.—Teachers of English should adopt a more realistic approach in the classroom and not permit their work to remain in an "ivory tower," speakers declared at the twenty-ninth annual meeting of the National Council of Teachers of English.

In her presidential address Miss Essie Chamberlain, president of the council and a teacher at the Oak Park (Ill.) High School, declared that the greatest challenge in our schools today is the large group of nonacademic students for whom the economic world has no place. Changes in the curriculum are needed to meet the demands of modern high school students, she emphasized.

"Because of the selective nature of the early American high school, equal education for all in English meant giving each student the same program," she held. "Today equal education for all in English means giving each boy and girl the training suited to his or her abilities, needs and interests."

Visual Aids Room Serves Peoria Students

PEORIA, ILL.—Enthusiastic about the use of visual aids to education, Peoria school authorities have provided a special "visual aids room" where students can study their educational movies or "stills" under favorable conditions. The room is equipped with a stage, velour curtains, stage furniture, and a picture screen. It is used both as a little theater and a school "movie house." A faculty committee on visual aids works out programs for the use of material coordinated with the curriculum.

One Teacher But No Pupils

SHUBERT, NEB.—Mrs. Raymond Donn has her first teaching job at a rural school near here and she gets $50 a month for a daily routine of knitting, letter writing and listening to the radio.

She has no disciplinary or other trouble with her pupils—because she has none.

The only children in the rural district are being sent by their parents to Shubert's town school. Assured by the school board that she would receive her checks, Mrs. Donn nonetheless found her job monotonous.

"The only person I see all day is the mail man," she said.

Phi Beta Kappa Trend Alarms Athletic Head

SPRINGFIELD, MASS. — "In our American universities and colleges many students are being driven to insanity or at least to nervous breakdowns by high academic pressure and low physical education requirement," Dr. John M. Harmon, director of athletics at Boston University, said here recently.

Asserting that so many wearers of Phi Beta Kappa keys had nervous afflictions that the Greek appellation for scholarship has been interpreted in many instances as reference to a disease. Dr. Harmon addressed the Springfield College forum on the need of physical education.

Parents Bettered By Their Juniors

WILMINGTON, DEL.—Six eager, bright-faced parents went down to defeat in a question contest against six junior high school pupils, equally as eager—but brighter.

The parents smiled knowingly as the youngsters floundered for the meaning of "E Pluribus Unum." But the order was reversed when this one was fired at the parents:

Name the musical compositions played as a bride marches down an aisle and when she leaves.

"The Wedding March," one mother guessed. Others tried, but also failed.

The pupils—who scored 1,845 points to 1,788—looked on indulgently as the correct answer was announced: "Bridal Chorus" from Wagner's "Lohengrin" and wedding music from Mendelssohn's "Midsummer Night's Dream."

Teachers Training As Vocational Guides

CAMBRIDGE, MASS.—School teachers in Cambridge are now taking training in a vocational guidance course which will be placed in the city's schools next term.

Thomas W. Ginn of the Boston School Department was engaged to give a 15-lecture course to Cambridge teachers who volunteered to teach vocational guidance.

Three teachers were selected from the High and Latin Schools, three from Rindge Technical and a number from the grammar schools. M. E. Fitzgerald, superintendent of the Cambridge schools, sponsored this idea in order that Cambridge students may meet the requirements of the business world.

College Finds Kitchen Food For Thought

ST. LOUIS.—Cooking for fun, for money or to feed a hungry family three times a day, is now being taught as a regular course of study at the new adult study center which Washington University opened here.

One of the courses is called, "three meals a day." In addition to the actual cooking lessons, the instructor supervises trips to packing plants, dairies and food markets. There will also be discussions of economical buying, marketing and healthful eating habits. Specialized demonstrations are planned.

Another course, "cooking for fun," includes picnic meals, cooking over the camp fire, luncheons, teas, "Sunday night suppers for the crowd," and a meal for mother's day off.

Public Office School Suggested

SYRACUSE, N. Y. — State Senator Joe R. Hanley of Perry, Republican leader, advocates the establishment of a civil academy to train young men and women for public service.

The academy, he said, would operate much as West Point and Annapolis train young men. Graduates could be selected by the public for its Senators and Representatives.

Novel Plan Aims To Speed Art

DEDHAM, MASS.—An experiment in awakening a love for the beautiful has been successfully launched in several schools of this town. The plan was conceived and inaugurated by Mrs. Philip Sherwood, a local resident and has the endorsement of the Boston Museum of Fine Arts.

The idea's sponsor, with the cordial approval of Superintendent of Schools John C. Anthony, visited certain classes and gave a talk on art in general. Two colored pictures, suitably framed, were offered as "loan prizes" for the boy and the girl writing the best essay on "What Art Means to eM." It is planned to rotate the prize pictures among different homes and schools.

Mrs. Sherwood expresses the belief that a similar plan can be applied in many other communities, with excellent results. She invites correspondence with educational or civic leaders who may be interested. Address Prize Picture Project, Dedham, Mass.

SPRINGFIELD (VT.) HIGH SCHOOL COOPERATES WITH INDUSTRIES

SPRINGFIELD, VT.—How one New England community has had considerable success in solving the unemployment problem for its youth and at the same time providing needed skilled labor for its industries was revealed recently by John M. Pierce, director of training at the high school here.

A co-operative course was introduced in 1913 at the Springfield, Vt., high school under which half the boys enrolled attended school and the other half worked in machine shops of the town. Every two weeks the groups alternated, giving the boys pre-employment training, providing an education but at the same time fitting them for skilled work upon graduation.

Since the course was started, 356 boys have taken it—and this is the record established:

Of these, 62 per cent are employed in local shops, some in positions of considerable responsibility.

A total of 84 per cent are working locally or elsewhere where their training is directly valuable.

A survey made in January, 1936, in the midst of depression, showed no available graduates unemployed.

The cooperative course has been jointly supported financially by contributions from the shops and in late years the balance has been largely met by Federal funds. During the 26 years the course has run the manufacturers have continued to be enthusiastic supporters of the course and in addition to providing some financial aid, have absorbed the cost of training in the shops.

Book Reviews

What! A Grammar?

A GRAMMAR OF LIVING ENGLISH. By George Harley McKnight, Tom Burns Haber and W. Wilbur Hatfield. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

This reviewer's grandfather, when a young man, encountered an itinerant preacher who evidently had a message but spoiled it in delivery by gross mistakes in English. Grandfather went to the preacher's rescue by giving him a "grammar book." Such books have largely been displaced in later years by texts in English expression and usage which treat but gingerly of underlying principles. In fact, grammar as a science has largely been abandoned in the classroom and is introduced apologetically or in disguise when its contribution is required.

Somewhat audaciously, therefore, the authors and publishers of "A Grammar of Living English" have brought forward a fresh manual dealing openly and admittedly with grammar as a science.

The approach is less formal and abstract and consequently much more intriguing than that of the older texts in the same subject. Yet here are the same underlying laws about the sentence, the parts of speech, the inflections and the combinations of words and phrases that some of us met in childhood or, possibly for the first time, in studying Latin or some other foreign language.

The handling given to grammar in this little volume is decidedly modern and might well supply the needful props for a subsequent study of details and exceptions. A book like this Grammar of Living English suggests the practicability of a re-introduction of formal grammar into many a school where it is now only a museum piece alongside the dinosaur and the dodo.

Self-selected Reading

LET'S READ. By Holland Roberts, Helen Rand, George Murphy, and Nellie Appy. New York: Henry Holt and Company.

In connection with this particular book the reviewer owes his readers a confession. Here is a volume of exceptionally fine material for boys and girls, well-arranged and selected in a unique way, but it has fallen into the hands of a reviewer who is getting his chief thrill from a mechanical detail. But why not come right to the truth in this confessional? The fact is that the book can actually be washed with soap and water. When we think of certain dirty, discolored old volumes which we have met, the idea of washable books is tremendously appealing.

The stories in *Let's Read* were selected by the boys and girls themselves. And from the point of view of interest, enjoyment and capacity to stimulate, they have done a fine piece of work. Section One contains stories about dogs, and Section Five tells about jobs and hobbies. The book is replete with illustrations of the type which children cannot pass by. Of course, the editors are responsible for the suggestive questions and other teaching helps, as well as the readable little essays on subjects such as "One Way to Learn New Words," "Who Made the First Sandwich?", and "Reading to Know People." In this book the editors have something new. It bears all of the hall-mark of being the result of real teaching. No teacher can read it without having many windows opened to the newest and best of teaching methods. It is a textbook of much more than ordinary value.

Mending One's English

DAILY DRILLS FOR BETTER ENGLISH. By Edward Harlan Webster. Yonkers-on-Hudson, New York: World Book Company.

A text which seems unusually well aimed at stimulating the pupil's own efforts at improvement in English, is "Daily Drills for Better English," by Edward H. Webster. Tested by nine years of individual and classroom practice, the volume has been revised and enlarged, but is still a model of compactness, clarity and effectiveness. The student is led to discover his defective habits of speech and writing through diagnostic tests. Abundant exercises are provided for training the ear as well as the eye to recognize incorrect expressions and to employ correct ones. Pronunciation, spelling, diction, grammar and rhetoric are succinctly covered in a manner to build up language mastery without unnecessary waste of time. Frequent tests enable the learner to measure his gains. A sensible plan seems here to have been carried out with scientific thoroughness. The text lends itself readily to personal use by the student with a minimum of help from a teacher. It strikes the reviewer as a book that will deeply influence the language habits of many students at high school and college levels. Indeed one sees an amazing amount of educational dynamic neatly packed in this well-printed manual of little more than a hundred pages.

Exploring the Present

AMERICA TODAY. By Roy F. Nichols, William C. Bagley and Charles A. Beard. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

"Why can't we have such history in our schools?" This question was asked by an enthusiastic reader of *America in Midpassage* by Charles A. and Mary R. Beard. Tht obvious answer is, "We do." Although *America Today* deals somewhat more cautiously with controverted issues than the three notable volumes of the Beards, it possesses certain of tht characteristics which have won their writings such a high place among the works interpreting American life. In this book prepared for the upper elementary grades, one of the most distinctive features is the wide range, special attention being given to social and cultural data and their interpretation.

One of the most significant phases of this history is the simplicity of the language. To discuss the course of history in language which will be clear and vital to a child is by no means easy. This, though, is exactly what these authors have done. They have also provided a rich array of teaching material. Among the suggested activities are 46 projects. Some of these are decidedly out of the beaten path. One of which this is true is a music correlation dealing with songs of the frontier, especially those of western cowboys. Another is a history of the United States written in stamps. There is also the usual list of well-selected collateral readings and some rather unusual exercises based on the study of difficult terms in the general and historical vocabulary. The illustrations are pen sketches in black and white by George M. Richards. This is a companion volume to *America Yesterday* by the same authors.

Lucky Eight-Year-Olds

THROUGH THE GREEN GATE. By Mabel O'Donnell, Primary Supervisor, Aurora, Illinois. Evanston, Ill., New York City, San Francisco: Row, Peterson and Company.

It is entirely possible for a child's reader to be punctilious about vocabulary—employing just the approved words and introducing them at just the proper rate—and yet not to be a reader at all in the sense of having the children wish to read it. The achievement of the Alice and Jerry Readers is the double one of a well controlled vocabulary and a series of well told, interesting tales. Of course the profusion of colored illustrations, drawn in full keeping with the spirit of each story, are a great help also. But the stories would hold attention even without the pictures.

Newest in the Alice and Jerry sequence is "Through the Green Gate," and through this enticing aperture in a stone wall at the end of a street many a third-grader will walk in imagination and joyously meet Miss Lizzie. She will beam at her in her kitchen or garden where she specializes in unraveling the difficulties of other juveniles.

Miss O'Donnell surely wields a delightful pen for children—weaving desirable character patterns as she does so.

All About Reading

READING AND THE EDUCATIVE PROCESS. By Paul Witty and David Kopel. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

To say that skill in reading is the basis of the educational progress of an individual is to make oneself guilty of the prize pedagogical platitude of generations. Yet there is considerable to be said in behalf of this particular shibboleth. Trite as it has become, not for a moment should we allow ourselves to forget that it is irrefragably true. It is entirely to be expected that each year should bring its quota of books dealing with this important theme. It cannot, of course, be claimed for this volume by Professors Witty and Kopel that it covers the whole field, yet one must search rather carefully to find that certain phases of the general subject are not discussed. *Reading and the Educative Process* comes very near to being an encyclopedia of the educational problems connected with reading.

The second chapter, which deals with "Interest as a Factor in Reading," seems to be the key to the philosophy of reading of these two authors. In the field of remedial reading some educators stress skill and others interest; Witty and Kopel belong to the latter group. Two other highly illuminating chapters, which contain the quintessence of innumerable investigations, are entitled "The Causation and Analysis of Reading Difficulties." This is followed by certain scientific and practical suggestions for eliminating such defects. There are five appendices crammed with information and suggestions regarding material and methods. This book should be "required reading" for all educators having to do with this particular aspect of the teaching process.

Stories About Food

WHAT THE WORLD EATS. By Hanson Hart Webster and Ada R. Polkinghorne. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

The volumes in the Social Studies Series for the Middle Grades have uniformly been attractive, original and stimulating, and *What the World Eats* is no exception. Like the other books in the series it is well-written and copiously illustrated. The first section discusses "Our Favorite Fruits," naturally beginning with apples. There are also stories about oranges and other fruits belonging to the citrus family. The banana is introduced by means of a description of a horseback journey through a plantation. There are also descriptions of the production of pineapples, grapes, prunes, raisins, figs, dates, and other fruits.

Another grand division of the book deals with "Vegetables at Home and in Other Lands," and a third with "Cereals and Bread." The title of the fourth is "Foods We Get from Animals." It begins with an account of the production and distribution of milk and cream, this section being accompanied by illustrations of dairies and bottling plants. There is also a description of the making of butter and a story of a visit to a cheese factory. Other topics treated are sheep ranching in the far West and hog raising in the Corn Belt. One of the most colorful chapters is the one dealing with life in the land of beef cattle and cowboys.

This volume is written from the point of view of the child and connects the new material with his earlier experiences. Such a book extends horizons and stimulates a vital interest in practical phases of the everyday world.

Streamlining the Third R

IROQUOIS NEW STANDARD ARITHMETICS, GRADE VII. By Harry DeW. DeGroat and William E. Young. Syracuse, N. Y.: Iroquois Publishing Company, Inc.

That grand old subject, arithmetic, while never in serious danger of ejection from the school curriculum, has had to do its share of readjusting in order to retain its hold and keep up with the procession of improved instruction. One result is that the writing and editing of textbooks in this subject has become a difficult task calling for rare combination of judgment, skill, imagination and experience.

"Iroquois New Standard Arithmetics" are among the newest contributions to worthwhile textbooks in this field, and they seem to your reviewer to possess many excellent points. They are attractive in physical make-up. They lead the pupil forward by moderate steps—never letting him get out of practice in what he has previously learned. Their problems are drawn from a realistic rather than fanciful environment—reading gas and electric meters instead of trading in apples. Explanations are couched in simple, clear English.

In the text for Grade Seven, one is struck by the mental exercises; the problems with extra numbers which have to be disregarded, as so often happens in the problems encountered outside of textbooks; the encouragement of estimating the answers in advance of actual computation—one of the most useful of accomplishments.

"Old Man River" supplies a wealth of exercises as well as many interesting facts in one chapter. "Erosion" is put to work destroying pupil indifference—if that were possible with such a text—in another chapter. Percentage and interest should lose much of their haziness and terrors when handled as they are in this text. Measurement of lines, areas and solids should proceed with unusual success likewise.

These New Standard Arithmetics give promise of adding numerical power, subtracting discouragements, multiplying enjoyment and dividing the teacher's worries in many a classroom.

DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Art Supplies

Practical School Supply Company
1315 S. Michigan Blvd., Chicago, Ill.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company,
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Ginn and Company
Boston

Gregg Publishing Co.,
New York

Houghton Mifflin Co.,
Boston

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Pictures and Prints

Hale, Cushman & Flint, Boston and New York
The Medici Prints and other educational series

Haley & Steele, 109 St. James Ave., Boston
Art Dealers; Picture Framing

Typewriters

Underwood Elliott Fisher Inc.
1 Park Avenue, New York, N. Y.

Educational Caravans Aid Illiteracy Drive

SANTIAGO, CHILE.—The Ministry of Education announces the organization of motorized caravans to aid illiterate adults. These vehicles will tour the countryside, staying in villages and hamlets overnight so that itinerant teachers can impart the rudiments of knowledge to men and women who began to work before elementary education was enforced. Simultaneously, the Ministry has established 400 new teaching posts as the first step towards the realization of a six-year plan to build new schools and improve existing ones and to extend educational benefits to all children.

The foregoing is part of the Popular Front Government's campaign against illiteracy. Progress has been made in the fight against illiteracy, but it has been neither rapid nor complete. The Aguirre Government has approached the subject from a very practical point of view, in marked contrast with the mysticism with which illiteracy has been too frequently hidden in Chile.

Difficult for Educated To Think Straight?

LEWISBURG, PA.—"The more highly educated people are, the more difficult it seems to be for them to think straight," says Dr. Eduard Lindemann, of the New School of Social Research, New York City.

He told teachers and social workers attending Bucknell University's second annual leisure time conference that college graduates are the people in America who need "adult education" most.

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Grins Between Grinds

THIS ERA

Rastus—How's de business, Sambo?

Sambo—Lawdy, man, business am sure good. Ah's done bought a mule fo' $10, swapped it fo' a bicycle, swapped dat fo' a mangle iron, swappped de mangle fo' a bedstead, an' Ah sold de bed fo' $10.

Rastus—But yo' ain't done made nothin' on de turnover.

Sambo—No, but look at de business Ah's done.

* * *

SHE COULD KETCHUP

Teacher: Could anyone tell me what happened after Napoleon mustered his army?

Pupil: Yes, sir, he peppered the enemy and took the citadel by assault.

Teacher: Sit down, my lad. I'll have no sauce from you.

* * *

AGAIN THE A.M.P.

Professor Failem was doing his best to fit his key into the lock, humming absent-mindedly as he thought of next week's exams. After a time a head emerged through the window above.

"Go away, you fool," cried the man upstairs. "You're trying to get into the wrong house."

"Fool yourself!" shouted back the Professor. "You're looking out of the wrong window."

WHAT TIME INDEED?

The passenger on a streamline train hailed the porter. "What time do we get to New York, George?"

The porter replied thoughtfully: "We is due in New York at one-fifteen, unless you has set your watch by Eastern time, which would make it two-fifteen. Then, of co'se, if you is goin' by daylight-saving time, it would be three-fifteen, unless we is an hour a' fifty minutes late—which we is."

* * *

WASTED SARCASM

The determined-looking lady was trying to fill out a money order application with the pen furnished by the post office. She made several trials, but in vain, then gave up in disgust; and turning to the man behind the grilled window, tried to freeze him with a glare as she demanded:

"Is this the pen John Hancock used when signing the Declaration of Independence?"

Uncle Sam's pleasant and efficient contact man replied, "Information at the next window, madam."

* * *

A DEGREE TOO MUCH

A divinity student named Fiddle
Refused to accept his degree
"For," said he, "'tis enough to be Fiddle,
Without being Fiddle, D D."

WAILING COULD WAIT

The negro woman was busily engaged in cooking a fine 'possum when her husband's employer came to her house.

"Mandy," he said in sympathetic tones, "prepare yourself for a terrible shock. Your husband just drove my car in front of a train and . . ."

"Good Lawd!" screamed Mandy, "if'n mah po' Nicodemus is daid you sho' is gwine t' heah some awful wailin'—just as soon as Ah finishes eatin' dis 'possum."

* * *

PARENTAL THEORIST

(From *Christian Science Monitor*)

The public spirited lady met the little boy on the street. Something about his appearance halted her.

"Little boy, haven't you any home?" she asked.

"Oh, yes'm I've got a home."

"And loving parents?"

"Yes'm."

"I'm afraid you do not know what affection really is. Do your parents look after your moral welfare?"

"Yes'm."

"Are they bringing you up to be a good and helpful citizen?"

"Yes'm."

Will you ask your mother to come and hear me talk on 'When Does a Mother's Duty to Her Child Begin?' at 2 o'clock next Monday afternoon in Lyceum hall?"

"What's the matter with you, ma? Don't you know me? I'm your little boy!"